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ABSTRACT

During 1974-75, 86 Desegregation Counselor Aides worked in 39 desegregated Minneapolis public schools. About three-fourths of the Aides served elementary schools. Aides attempted to resolve student-student and student-teacher conflicts, to improve interracial attitudes, and to act as liaisons between schools and the neighborhoods from which students were bussed. The $507,625 in federal ESAA funds awarded Minneapolis for operation of this program were used to employ Aides; to hire three coordinators of Aides; to conduct pre- and in-service training; and to collect questionnaire data on program activities from school administrators, students, and Aides themselves. This report describes the operation of the Program and provides some information concerning Program impact. The decision not to measure the Program's stated objectives of reduced interpersonal conflict and improved interracial attitudes was based on consideration of the evaluation budget and other factors. Five questions were addressed in this report: (1) How did the program operate during 1974-75; (2) What contribution did Aides make to conflict resolution; (3) What were some of the characteristics of Aides' best work; (4) How great is the need for such a program; and (5) What recommendations should be made. (Author/RC)

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Minneapolis Public Schools

The Desegregation Counselor Aide Program of the 1974-75 Minneapolis Emergency School Aid Act Project: Staff and Student Perceptions

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MINNEAPOLIS PUBLIC SCHOOLS

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1976

The Desegregation Counselor Aide Program
of the 1974-75 Minneapolis
Emergency School Aid Act Project:
Staff and Student Perceptions

SUMMARY

See Page

During 1974-75, 86 Desegregation Counselor Aides worked in 39 desegregated Minneapolis public schools. About three-fourths of the Aides served elementary schools. Aides attempted to resolve student-student and student-teacher conflicts, to improve interracial attitudes, and to act as liaisons between schools and the neighborhoods from which students were bussed. 1, 8-10

The $507,625 in federal ESAA funds awarded Minneapolis for operation of this program were used to employ Aides; to hire 3 coordinators of Aides; to conduct pre- and in-service training; and to collect questionnaire data on program activities from school administrators, students, and Aides themselves. 1-2, 5-7

This report describes the operation of the Program and provides some information concerning Program impact. The decision not to measure the Program's stated objectives of reduced interpersonal conflict and improved interracial attitudes was based on consideration of the evaluation budget and other factors. 3-5

Five questions were addressed in this report:

1. How did the Program operate during 1974-75? On the average, Aides spent 5 hours per day working with students; e.g., counseling, monitoring the halls and cafeteria, "rapping" about things in general, riding the buses, etc. Elementary Aides, more than secondary Aides, reported great variation in time spent consulting with other school staff. Principals, assistant principals, and other building supervisors of Aides rated counseling an important Aide activity, and rated disciplinary duties and clerical work among the least important Aide activities. Elementary Aide supervisors generally rated bus supervision high in importance; secondary supervisors tended to rate supervision of halls, lunchroom, and grounds high in importance. 8, 9-10, 10-11, 13

2. What contribution did Aides make to conflict resolution? Aides helped resolve student-student conflicts such as name-calling and fighting, more often than they helped resolve student-teacher conflicts. In four junior highs surveyed, students had, on the average, 1 or 2 Aide contacts during 1974-75. Building administrators regarded Aides as having made a "great" contribution to conflict resolution in their schools. All 39 administrators responding (representing 38 schools) wanted the Program to continue; 9 out of 10 felt local funds should be used, if necessary, to maintain the Program. 15-18, 18-21, 21-22

3. What were some characteristics of Aides' best work? When describing exemplary work by Aides, elementary Aides and elementary supervisors alike tended to present cases involving quelling fights on the bus or in school. Secondary Aides and supervisors frequently cited Aides work in quelling rumors and accusations. Techniques used by Aides included talking to students together, arranging a "cooling off" period, calling in parents, and facilitating communication among those in conflict. 23, 24-26, 26-28, 24-29

4. How great is the need for such a program? According to estimates provided by Aides, administrators, and a sample of junior high students, serious conflicts--often involving negative racial attitudes--occurred often in nearly every ESAA school. A program, such as the Aide Program, to resolve such conflicts is needed. 30-31

5. What recommendations should be made? Recommendations included (a) the definition of more precise objectives for the Program; (b) the development of a clearer set of role expectations for the Aide; (c) greater emphasis during training on problems specific to a particular school or group; (d) inclusion of Aides in any "Student Support Team" that meets to plan help for students; (e) Informing Aides concerning the purpose of their daily logs, since a majority did not know how their log was used. 32-34

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The Desegregation Counselor Aide Program of the 1974-75 Minneapolis Emergency School Aid Act Project: Staff and Student Perceptions

Introduction

During 1974-75, 86 Desegregation Counselor Aides worked in 39 public elementary and secondary Minneapolis Schools. These schools were either desegregated in fall, 1974, or in fall, 1973. To implement desegregation, substantial numbers of both Black and White students rode buses to attend these schools. (See the 1972 summary of the Minneapolis desegregation plan cited in References, p. 35.)

The Desegregation Counselor Aides were paraprofessionals specially trained to reduce various types of conflict in the school, to improve interracial relations, and to act as a liaison between the school and the neighborhoods from which students were bussed. Many Counselor Aides lived in the same neighborhoods as the students they served; Aides often rode school buses to work along with their students. In fact, in many schools, the monitoring of school buses was a responsibility of the Counselor Aides.

Funding. Under the provisions of the Emergency School Aid Act (ESAA), passed by Congress in 1972, the Minneapolis Schools were awarded $507,625 to operate the 1974-75 Desegregation Counselor Aide Program. These funds were used (a) to employ the Aides; (b) to hire three coordinators of Aides, one for each of the Minneapolis Schools' three administrative areas (North, East, and West); and (c) to conduct pre- and in-service training for the Aides.[1]

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[1] In the application for 1974-75 ESAA funds (ESAA Office, Minneapolis Public Schools, 1974), separate budgets were established for elementary and secondary Desegregation Counselor Aides. The Counselor Aide Program was, technically speaking, two separate programs: $311,633 (25% of the total Minneapolis Project budget) was allotted for elementary Counselor Aides (including training and supervision by ESAA Aide Coordinators), and another $195,992 (16%) was allotted for secondary Aides.

Since, however, the elementary and secondary Aides had similar objectives, similar status in the schools, and identical training, the two programs were combined during fall, 1974. The same Aide Coordinators in each of the three administrative areas supervised both elementary and secondary Aides in their respective areas. The elementary and secondary Counselor Aide components are therefore considered in this report to be a single Desegregation Counselor Aide Program.

The Emergency School Aid Act has been the federal government's primary effort in recent years to help solve human relations and instructional problems of school districts, like Minneapolis, that are undergoing planned desegregation.

During 1974-75 Minneapolis was awarded a total $1,247,256 in ESAA funds to conduct not only the Counselor Aide Program (41% of the total award) but also to implement Intermediate and Junior High Reading programs (48% of the total award) that provided compensatory instruction to nearly 2000 students (see evaluation of the reading programs by Higgins, 1976). The Counselor Aide Program; the reading programs; a small number of teacher aides to assist secondary math instruction; and an administrative component (including a $16,000 budget to evaluate the reading and Counselor Aide programs)--these components constituted the 1974-75 Minneapolis ESAA Project (see the application for 1974-75 ESAA funds, written by the ESAA Office, Minneapolis Public Schools, 1974).

The Development of the Desegregation Counselor Aide Program and the Minneapolis ESAA Project, 1973-75

The first ESAA Counselor Aides entered the newly desegregated Minneapolis junior high schools in fall, 1973. Corresponding to the implementation of the Minneapolis desegregation plan, the $535,441 in federal funds received by the Minneapolis ESAA Project during 1973-74 was used to provide Counselor Aides, remedial math instruction, and remedial reading instruction to junior-high-age students (see evaluation reports concerning these programs by Higgins, 1974a, 1974b, and 1974c).

In fall, 1974, the planned desegregation of Minneapolis elementary schools was carried out. Simultaneously, the ESAA budget was increased by 233%, the Desegregation Counselor Aide Program was extended to elementary schools, and ESAA compensatory reading instruction was extended to intermediate grades. The ESAA math program was, however, sharply curtailed.

The Minneapolis Schools sought to maintain and extend their ESAA Project for 1975-76, the third year of operation. In July, 1975, however, proposed reading and math programs for elementary and secondary students were rejected for funding by the federal ESAA administration, even though the evaluation reports indicated these programs had generally met their objectives during 1973-74. Following the federal review process, only the elementary and secondary Desegregation Counselor Aides Program emerged intact to continue during 1975-76.

Difficulties in Using the Stated Objectives as the Basis for Evaluating The Desegregation Counselor Aide Program

The objectives for the work of elementary and secondary Aides, as stated in the application for 1974-75 ESAA funds (ESAA Office, Minneapolis Public Schools), were improved student-student and student-teacher racial attitudes:

Objective I stated, in part, "students of different racial/ethnic backgrounds will show more positive attitudes toward students of other races" (pp. 34, 43).

Objective II stated, in part, that "students and teachers of different racial/ethnic backgrounds will show more positive attitudes toward each other" (pp. 34, 44).

Each objective was to be measured in three ways as the 1974-75 school year progressed. The application specified that there would be (a) "a systematic direct observation plan" to measure student-student and student-teacher interaction in "natural school situations" such as "classrooms, hallways, lunchroom, school grounds"; (b) paper and pencil inventories to assess racial attitudes of students; and (c) a record, kept by each school's administration and Desegregation Counselor Aides, of interracial student-student and student-teacher conflicts (pp. 34-35, 43-44).

This program of research activities was not carried out during 1974-75 in part because the evaluation budget, representing only 1% of the total 1974-75 ESAA Project budget, was markedly inadequate for such an ambitious research program. Just to directly observe student-student and student-teacher interaction in each of the 39 schools that had Counselor Aides would probably have required a research team of several people. In contrast, the 1974-75 ESAA budget allowed the hiring of only one evaluator who was responsible for research concerning not only the Counselor Aide Program, but also the Intermediate and Junior High Reading programs.

Even if adequate measurement of objectives had been possible, and even if improved interracial attitudes and interaction were evident--the evaluator would have had great difficulty deciding what portion of each objective's attainment could be attributed to the Aide's work. As stated in the evaluation of the 1973-74 Counselor Aide Program (Higgins, 1974a), "the attainment of these objectives [of improved interracial attitudes and interaction] was the responsibility of the total school community, not just the Aides."

Even though Aides certainly work toward the improvement of integration, their small numbers--2-3 Aides, on the average, in a school community of 250-1000--could never justify the assumption that they could single-handedly turn the interracial climate of a school around.

The question does, of course, remain: What are reasonable performance objectives for the work of the Aides in the schools they serve?

In the following sections of this report, the evaluator will, however, present paper-and-pencil survey data obtained from Counselor Aides, school administrators, and students that may be useful in assessing Program impact and planning Program improvements. Again, however, the effect of the Aides on the Program's stated objectives of improved interracial attitudes and understanding cannot be assessed using the present design.

THE PURPOSE AND ORGANIZATION OF THIS REPORT

The following sections of this report provide answers to these five questions about the ESAA Desegregation Counselor Aide Program:

1. How did the Desegregation Counselor Aide Program operate during 1974-75? The answer to this question includes a description of the Aides' activities and the proportion of time they spent in each of these activities. Also, the perceptions of school administrators or other building staff who supervised Aides are reported concerning the most and least important activities of Aides.

2. What was the contribution of Counselor Aides to the prevention and resolution of various types of interpersonal conflict in the schools they served? Estimates of the degree to which Aides attempted to prevent or resolve various types of conflict will be made by the Counselor Aides themselves; by their building supervisors; and by students.

3. What are some characteristics of the Aides' best conflict-resolving work? The answer to this question is based on content analysis of written case studies obtained from the Aides, from their building supervisors, and from a sample of students in four junior high schools.

4. How great is the need for a Counselor Aide Program in desegregating Minneapolis schools? The answer to this question includes discussion of the types of conflicts in these schools, the frequency of each conflict type, and the part played by negative racial/ethnic attitudes in these conflicts.

5. What recommendations should be made concerning the improvement of Counselor Aide Program operation and the re-funding of this program?

Sources of Information Concerning the ESAA Desegregation Counselor Aide Program

Staff and student responses to questionnaires about the Aide Program are given in Appendices A-1 to C-5. See p. iii for a list of the Appendices.

The questionnaires were:

A. ESAA Desegregation Counselor Aide Questionnaire I and ESAA Desegregation Counselor Aide Questionnaire II. These two questionnaires were administered to the Aides during in-service meetings held in March, 1975, and May, 1975, respectively. Follow-up mailings to absent Aides were used to improve the response rate: 82 (95%) of a total 86 Aides completed at least

one of these questionnaires; 74 (86%) completed both questionnaires.

Answers of elementary Aides to Aide Questionnaire I and Questionnaire II have been tabulated on sample questionnaires and are reproduced as Appendices A-1 and A-2, respectively, on pp. 37-43. Secondary Aides' responses are likewise reproduced as Appendices A-3 and A-4, on pp. 44-50.

Aide Questionnaire I assessed the time Aides spent in various activities. Questionnaire II asked Aides to rate their job satisfaction, the clarity of their role, and the frequency with which they tackled various interpersonal problems in the school. Questionnaire II also asked for a case study of the Aide's best work.

B. Questionnaire for Building Supervisor of ESAA Desegregation Counselor Aides. This questionnaire was completed by 39 principals, assistant principals, and other building staff who supervised the work of Aides. Each school, except one, was represented by these supervisors (in one school, two supervisors completed a questionnaire). This questionnaire was mailed to supervisors in May, 1975.

This questionnaire asked supervisors to describe their perceptions of the Aide's role, to rate the frequency of various interpersonal problems in the school, and to assess the contribution Aides made to resolving such problems. Supervisors were also asked to describe a case study showing effective work by an Aide.

The Questionnaire for Building Supervisor is reproduced twice, once with the tabulated responses of Elementary Aides' supervisors (Appendix B-1, pp. 51-54) and once with the tabulated responses of Secondary Aides' supervisors (Appendix B-2, pp. 55-58).

C. ESAA Secondary Student Questionnaire.[2] This questionnaire was administered to 819 students at four of the eight ESAA junior highs in May, 1975. These 819 respondents represented 90% of a stratified random sample of 913 students for whom the questionnaire was intended.

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[2] Lary Johnson, Research Associate in the Research and Evaluation Department, assisted the present evaluator in writing the ESAA Secondary Student Questionnaire. He also planned the sampling of students and administered the questionnaire in the schools.

In each school and at each grade level within a school, random samples of students were drawn separately from Black and White racial groups. To increase the stability of descriptive statistics based on questionnaire responses, Black students were intentionally overrepresented in the sample.

Then, in order to estimate the responses that would have been obtained had a true random sample of 819 students (without overrepresentation of Black students) been drawn from the four schools, Black and White respondents were weighted back to their original grade-within-school-among-schools proportions in the total four-school population.

Readers interested in a more detailed description of the student sample and the procedure for weighting respondents should see Appendix D, pp. 79-81.

HOW DID THE DESEGREGATION COUNSELOR AIDE PROGRAM OPERATE DURING 1974-75?

This section of the report includes such topics as (a) a brief description of the Aides; (b) a list of the schools participating in the Program; (c) a description of the Aides' activities and the proportion of time spent in various types of activities; (d) a description of the staff who supervised the work of the Aides in their respective buildings; and (e) the judgments of Aides' building supervisors concerning the Aides' most and least important activities.

Who Were the Desegregation Counselor Aides?

Among the 82 Aides responding to questionnaires, 9 out of 10 (87%) were women and 6 out of 10 (59%) identified themselves as White. Information on race and sex was missing from 22% and 9% of the respondents, respectively. Apparently, however, the only racial/ethnic minorities substantially represented among the Aides were Black Americans (27%). Only 3 (4%) of the respondents identified themselves as Native or First Americans, only one Aide was a Spanish-surnamed American, and 5 (6%) of the Aides were from "Other" racial/ethnic groups.

While representing great diversity in work history and personal experience, most Aides lived in the neighborhood from which incoming students were bused as part of desegregation. Many had experience as volunteer or paid workers with school-age youth. The range of ages was wide: some Aides were beginning their adult careers, some were returning to work after rearing families, some were near retirement.

Schools Participating in the Desegregation Counselor Aide Program

During 1974-75, nearly three-fourths (72%) of the 82 Aides responding to their questionnaires worked in the 28 elementary schools participating in the Program. About one-fifth (21%) of the 82 Aide respondents worked in the 8 ESAA junior high schools; and 7% worked in 3 ESAA senior highs.

Of the 59 elementary Aides, about one-third worked in primary schools (having students of ages corresponding to grades K-3), about one-third worked in intermediate schools (grades 4-6), and the remaining third worked in schools having all elementary grades (K-6).

Minneapolis public schools participating in the 1974-75 Aide Program were:

Elementary schools: Anwatin (5 Aides), Bancroft (4), Bethune (2), Bremer (2), Bryn Mawr (1), Cleveland (1), Clinton (3), Corcoran (3), Field (3), Greeley (2), Hale (2), Hall (1), Harrison (2), Hawthorne (2), Holland (2), Irving (2), Kenwood (2), Lincoln Intermediate Center (3), Loring (1), Lowell (2), Madison (3), McKinley (1), Northrop (2), Penn (1), Standish (2), Webster (2), Whittier (3), and Willard (3).

Junior high schools: Anthony (2 Aides), Bryant (2), Franklin (2), Jefferson (3), Jordan (2), Olson (2), Phillips (2), and the Ramsey 9th grade center (3).

Senior high schools: Central (2 Aides), North (2), and Washburn (2).

What Did Aides Do in Their Schools?

To describe the actual activities of Aides, information from Aide Questionnaire I (see Appendices A-1 and A-3, pp. 37-39 and 44-46).

For each of many role activities--some specified in the application for funds (pp. 34-38, 43-48), others suggested by the three Aide Coordinators--the Aides were asked, "How often have you performed this activity this year so far?" Then for each major group of activities, Aides were asked to "Write the total number of hours you have spent on these activities this year, on the average" (rounded to the nearest whole hour).

Weekly hours worked by Aides. About 9 of every 10 Aides (92%) reported working a standard full-time 37.5 hour week in the schools with pay; only 3 Aides worked a 20 hour week. In addition to their paid employment, however, Aides said they worked slightly over 6 additional hours per week, on the average, performing Aide-related duties without pay (e.g., attending evening meetings, working with parents or students outside of school hours, etc.).

Questionnaire responses revealed this picture of the Aides' role:

1. Activities emphasizing work with students accounted for somewhat over half of the total (paid and unpaid) work week, or about 5 hours per day for elementary and secondary Aides alike. Over 80% of elementary and secondary Aides said they "often" monitored the halls and cafeteria. Over three-fourths of both types of Aides said they "often rapped" or had friendly talks with students about "things in general" but not serious problems.

Elementary Aides were more likely than secondary Aides to say they had "often" ridden the buses (86% vs. 30%).

Secondary Aides were more likely than elementary Aides to say they had "often" talked with students about serious personal or school problems (78% vs. 64%); worked with an ESAA Student Advisory Committee or other student group on a regular basis (65% vs. 34%); or caught students breaking school rules such as smoking, fighting, or truancy (52% vs. 32%).

For both elementary and secondary Aides, two less frequently performed activities were: talking with students involved in a racial fight or name-calling incident; or observing a class to understand why students were having school problems. A majority of Aides had at least "sometimes" performed the above two activities, however.

Elementary Aides were somewhat more likely than secondary Aides to assist the teacher in the classroom, or to actually take over or monitor classes while a teacher was absent. A majority of elementary Aides said they at least "sometimes" performed these latter two instructional-type activities, vs. fewer than a third of the secondary Aides. Most secondary Aides said they "seldom" or "never" helped the teacher in the classroom as an assistant; likewise, they "seldom" or "never" took over classes for an absent teacher.

2. The second most time-consuming set of activities, on the average, were those emphasizing work with other adults on the school staff. Elementary as well as secondary Aides spent about an hour a day talking with principals, assistant principals, school social workers, counselors, teachers, etc. Questionnaire responses suggest more variability among elementary Aides than secondary Aides in the time devoted to such work with school staff. (A comparison of standard deviation statistics suggests that the range between 0 and 14 hours can account for the weekly efforts of two-thirds of the elementary Aides on staff-related activities. The much smaller range of 3 to 8 hours per week can account for the staff work of two-thirds of the secondary Aides.)

Secondary Aides were somewhat more likely to attend meetings of a school-wide "Student Support Team" or similar team which met regularly to plan help for students with problems. Over half of the secondary Aides, but only a third of the elementary Aides said they "sometimes" or "often" attended such

meetings. The relative frequencies of elementary vs. secondary schools having such Student Support Teams was not determined.

3. Roughly equal amounts of time, between 4 and 5 hours per week, were spent on each of two activity categories, work with parents and paper and clerical work.

Activities emphasizing work with parents included phoning school parents about their children or other school matters (55% of Aides checked "often"); visiting the homes of school parents (48% checked "sometimes"); attending a small conference in school when a parent discussed his/her child's problems (50% checked "sometimes").

Over half (54%) of the elementary Aides reported they "often" or "sometimes" worked with a group of school parents that met on a regular basis. These groups were described by the Aides as parents or mothers clubs, PTA groups, or Title I advisory committees. All such groups were established to promote school-community cooperation and/or to advise the school administration concerning school programs. In contrast, only five secondary Aides reported working with such parent groups.

The application for funds implied that Counselor Aides, at least at the secondary level, would attend "two all-day drop-in meetings with parents" during which ESAA personnel would be present, presumably to answer questions about the ESAA reading and Counselor Aide programs, as well as to inform parents concerning the progress of students (application for funds, p. 36). Among each group of Aides, elementary and secondary, however, 44% said they had never attended a meeting of school parents when the ESAA Counselor Aide or reading programs were discussed.

Paper and clerical work included the writing of an ESAA daily log (83% of Aides "often" did this); helping keep school attendance records (37% checked "often" or "sometimes"); or doing other clerical work for the school, such as preparing bus lists, disseminating bus information, mimeographing, typing etc. (37% checked "sometimes," 12% checked "often").

The Aides' individual daily logs were kept at the request of the Aide Coordinators. Presumably, the Aide logs were the "regular written reports" that the application for funds specified would be submitted to the Minneapolis Public Schools' Department of Intergroup Education (application for funds, pp. 38, 47). These logs, however, have never been submitted to Intergroup

Education, nor did Counselor Aides "meet monthly with Intergroup staff for information sharing purposes" (p. 38). Instead, the logs were periodically submitted to the Aide Coordinators. On Questionnaire II (Appendices A-2 and A-4) a majority of the Aides indicated they did not know how their log was used after they turned it in. Slightly over half answered "No" to the question, "In your opinion should Desegregation Counselor Aides write a daily log (as you did this year)?"

4. Activities emphasizing work with agencies and persons in the community outside school occupied between two and three hours work per week, on the average. Community agencies in contact with Aides included the Welfare Department, churches, neighborhood organizations, court services, etc. Probably about half of the Aides had no such contact with community agencies.

How Much Did Aides Enjoy Their Work?

According to Questionnaire II results, a majority of elementary and secondary Aides "Very greatly" enjoyed their work. About half (49%) of the elementary Aides, but only about a fifth (22%) of the secondary Aides, however, answered "Yes" when asked, "Are you dissatisfied in any...way with any of the conditions of your employment?" Among the elementary Aides, 24% indicated their dissatisfaction with Civil Service regulations regarding seniority, pay steps, or the retirement fund. An additional 14% expressed their wish for a higher pay rate. During 1974-75, a slight difference in the job classification of elementary vs. secondary Aides allowed most secondary Counselor Aides to earn a higher hourly rate than elementary Counselor Aides.

Who Supervised the Aides?

In each school, Counselor Aides were supervised jointly by a building staff person and by the ESAA Counselor Aide Coordinator assigned to the area of Minneapolis in which the school was located. The building supervisor of Aides was the principal in about two-thirds (62%) of the 28 elementary schools. Other building staff persons supervising elementary Aides were the assistant principal (4 schools), the school social worker (3 schools), or a graduate student taking an internship in administration at the school (3 schools).

In the 11 secondary schools, the building supervisor of Aides was most often the assistant principal (7 schools). In 3 junior highs the principal

supervised the Aides.

How Did Building Supervisors Rate the Importance of Various Aide Activities?

On the Questionnaire for Building Supervisor (Appendices B-1 and B-2), supervisors were asked to list what they considered "the three most important job activities ESAA Desegregation Counselor Aides now perform." Then supervisors were asked to list "the least important job activity Counselor Aides now perform."

Table 1 shows all the activities supervisors listed as important or least important. For each activity, Table 1 records the total number of times the activity was mentioned as "most important," "second most important," or "third most important," ignoring differences in the three degrees of importance.

Among elementary supervisors, bus supervision received the highest number of mentions as an important activity; while counseling about personal and school problems and communication with parents were tied for the next highest number of votes.

Among secondary supervisors, counseling was most frequently regarded as an important activity. Relating to, or being a friend to, students was tied with supervision of halls, lunchroom, and grounds for second in importance mentions.

In accordance with the importance their supervisors attached to these activities, elementary Aides were apparently (a) more likely than secondary Aides to ride the buses and (b) less likely than secondary Aides to counsel students about personal and school problems (see p. 10).

Table 1 also shows the number of times each activity was mentioned as "the least important job activity." Clerical work, including the daily log, was most frequently mentioned as the least important activity by both elementary and secondary supervisors.

Another activity ranked relatively low in importance and high in unimportance by both elementary and secondary supervisors was catching students who break school rules.

Some secondary supervisors (5 of 11) rated supervision of halls, lunchroom, and grounds as an important activity, but two other secondary supervisors regarded this monitoring as the Aides' least important activity.

Table 1

Importance of Various Desegregation Counselor Aide Activities as Rated by Building Supervisors (Usually, Principals or Assistant Principals)

Activities of Counselor Aides	Important Activities (Number of times activity was mentioned as "most important," "second most important," or "third most important")[a]						Unimportant Activities (Number of times activity was mentioned as "the least important job activity")[b]					
	Elementary supervisors (N=28)		Secondary supervisors (N=11)		Total (N=39)		Elementary supervisors (N=28)		Secondary supervisors (N=11)		Total (N=39)	
	N	Rank	N	Rank	N	Rank	N	Rank	N	Rank	N	Rank
Counseling about personal or school problems	14	2.5	9	1	23	1	0	11	0	11	0	11
Bus supervision	16	1	3	5	19	2	1	5.5	1	5	2	6
Communication with parents	14	2.5	4	4	18	3	0	11	0	11	0	11
Relating to, or being a friend to, students	5	5.5	5	2.5	10	4	0	11	0	11	0	11
Supervision of halls, lunchroom, grounds	4	7.5	5	2.5	9	5.5	1	5.5	2	2	3	4.5
Liaison between school and home	7	4	2	7	9	5.5	0	11	0	11	0	11
Facilitating positive student relationships	5	5.5	1	9	6	7.5	0	11	0	11	0	11
Working with teachers and students	4	7.5	2	7	6	7.5	0	11	0	11	0	11
Communication with staff regarding students	3	9.5	0	12.5	3	9.5	0	11	0	11	0	11
Resolving conflicts	3	9.5	0	12.5	3	9.5	0	11	0	11	0	11
Preventing conflicts	1	11	0	12.5	1	12	0	11	0	11	0	11
Catching students who break school rules	0	13.5	0	12.5	0	14	2	4	1	5	3	4.5
Clerical work, including daily log	0	13.5	0	12.5	0	14	8	1	2	2	10	1
Comment to effect that "no job of the Aide is unimportant"	0	13.5	0	12.5	0	14	6	2	2	2	8	2
Other activities	0	13.5	2	7	2	11	4	3	1	5	5	3
No answer	8	-	0	-	8	-	6	-	2	-	8	-

[a] Open-ended items (9-10), (11-12), and (13-14), respectively, on the "Questionnaire for Building Supervisor of ESAA Desegregation Counselor Aides" (Appendices B-1 and B-2).

[b] Open-ended item (15-16) on the Building Supervisor questionnaire.

WHAT WAS THE CONTRIBUTION OF COUNSELOR AIDES TO THE PREVENTION AND RESOLUTION OF VARIOUS TYPES OF INTERPERSONAL CONFLICT IN THE SCHOOLS THEY SERVED?

This section presents four kinds of information: (a) The rates in ESAA schools of various types of conflict, including estimates of the relative frequency of Aide involvement and the prevalence of negative racial attitudes for each conflict type; (b) students' reports in four junior high schools of the types of problems or topics they discussed with Secondary Aides; (c) students' reports in the same junior highs of the average number of times they met and talked with each Aide during the 1974-75 school year; and (d) estimates by students and by building supervisors of the overall value of Aide service.

Rates of Various Types of Conflict, Negative Racial Attitudes, and Aide Involvement in Conflict

Table 2 presents estimates, for elementary and secondary ESAA schools, of the rates of a number of different types of conflict; the degree of Counselor Aide involvement in various types of conflict; the proportion of each conflict type that could be attributed in part to negative interracial attitudes; and the Aides' degree of involvement in interracial conflict. These estimates are reports by building supervisors on their questionnaire (Appendices B-1 and B-2), and by Aides answering Questionnaire II (Appendices A-2 and A-4).

First, Table 2 shows building supervisors estimates of the overall rate of each conflict or problem during 1974-75; where 5= once a day or more, 4= once every 2-4 days, 3= about once a week, 2= once every 2-4 weeks, 1= less than once a month, and 0= never this year so far.

Second are shown supervisors' estimates of the proportion of each conflict type caused in part by negative racial attitudes; where 5= more than half of these problem cases, 4= about half..., 3= less than half..., and 2= none.... (The response category, "We have not had one of these cases," was available, but such responses were excluded from the analyses in Table 2.)

Third are Aides' estimates of the rates with which they personally tried to help solve each type of problem listed.

Fourth, Aides have provided estimates of the proportions of each conflict or problem type (which Aides personally tried to help solve) that were caused in part by negative racial attitudes.

Table 2

Rates of Various Types of Conflict, Negative Racial Attitudes as Causes of Conflict, and Aide Involvement in Conflict in ESAA Schools During 1974-75: Estimates by Desegregation Counselor Aides and Their Building Supervisors

Type of conflict or problem	Elementary ESAA schools						Secondary ESAA schools					
	Supervisors' (N=26[a]) estimates of:			Aides' (N=58[a]) estimates of:			Supervisors' (N=11[a]) estimates of:			Aides' (N=17[a]) estimates of:		
	Overall rate of these cases, where:			Rate at which Aides tried to solve these cases, where:			Overall rate of these cases, where:			Rate at which Aides tried to solve these cases, where:		
	Proportion of these cases caused by negative racial attitudes, where:			Proportion of these cases which Aides tried to solve caused in part by negative racial attitudes, where:			Proportion of these cases caused by negative racial attitudes, where:			Proportion of these cases which Aides tried to solve caused in part by negative racial attitudes, where:		
	Coding System											
	5=Once a day or more 4=Once every 2-4 days 3=About once a week 2=Once every 2-4 weeks 1=Less than once a month 0=Never this year so far											
	5=More than half of these problem cases 4=About half... 3=Less than half... 2=None...											
	Mean	Standard deviation	N	Mean	Standard deviation	N	Mean	Standard deviation	N	Mean	Standard deviation	N
Name-calling or "bad-mouthing" among students.	4.5	0.8	26	4.4	1.0	57	4.1	1.3	11	4.0	0.4	17
	3.2	0.6	26	3.4	0.8	57	3.3	0.5	11	3.1	0.9	17
Fighting among students	4.2	0.8	25	4.4	0.9	57	2.8	1.1	11	3.3	1.5	17
	3.1	0.6	25	3.2	0.8	53	2.9	0.5	11	3.1	0.9	17
Extortion: Students used threat to force other students to hand over money or other personal possessions.	1.9	1.0	26	1.5	1.2	58	2.0	1.5	11	1.8	1.5	17
	2.6	0.8	24	2.6	0.8	45	3.7	1.1	9	3.5	1.2	16
Student was having problems getting along with another student (other than those above). Please give example:	4.3	1.3	23	3.6	1.4	54	3.2	1.3	10	3.9	1.3	16
	2.9	0.6	22	3.1	1.0	51	3.2	0.4	10	3.1	1.0	16
Student had a problem getting along with a teacher.	3.2	1.3	25	2.9	1.6	58	3.3	1.3	11	3.6	1.4	17
	2.7	0.6	24	2.9	0.9	53	2.9	0.6	9	3.1	1.1	17
Student had a problem getting along with another adult in school (such as the principal, assistant principal, or a counselor)?	2.3	1.5	26	2.0	1.7	56	2.5	1.5	10	3.7	1.5	17
	2.6	0.5	23	2.5	0.6	41	2.7	0.5	10	3.2	1.0	16
Student broke some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)	4.0	1.1	26	3.9	1.7	56	4.1	1.1	11	4.9	0.3	17
	2.4	0.6	25	2.4	0.8	53	2.6	1.1	10	3.2	1.1	17
Student fears or dislikes school.	2.2	1.6	26	2.4	1.7	58	2.9	1.4	11	3.6	1.3	16
	2.5	0.6	23	2.7	0.6	53	2.9	1.0	10	2.9	0.8	17
Student was having problems with his/her family at home.	2.8	1.6	26	2.3	1.5	54	2.8	1.4	10	3.4	1.3	17
	2.5	0.7	24	2.5	0.5	49	2.4	0.5	9	3.1	1.0	15
Student came to school in a physically neglected condition (for example, hungry, inadequately dressed, sick).	3.0	1.7	25	2.9	1.7	56	1.7	1.6	10	2.7	1.7	17
	2.3	0.5	22	2.5	0.7	49	2.3	0.5	7	2.5	0.6	16
Student was having some other problem, not listed above. Please give example:	3.2	1.7	12	2.3	2.0	32	2.0	1.0	3	1.2	1.1	5
	2.5	0.5	10	2.5	0.8	30	2.0	0	3	2.9	0.4	7

Note.--The entries in this table are based on responses to p. 2 of the Aide Questionnaire II (Appendices A-2 and A-4) and p. 2 of the Questionnaire for Building Supervisors (Appendices B-1 and B2).

[a]These N's represent the total from each group that estimated the rate of at least one type of conflict. (Not all Aides and supervisors made such estimates.)

According to the Table 2 estimates of building supervisors, the most frequent types of interpersonal conflict in elementary schools were name-calling or "bad-mouthing" among students; fighting among students; student-student conflicts other than name-calling, fighting, and extortion; and the breaking of school rules by students. Each of these four conflict types occurred with an estimated overall rate of at least "once every 2-4 days."

The least frequent types of conflict or problem cases in elementary schools, according to the supervisors, were extortion, fear or dislike of school, or problems students had getting along with an adult in school other than a teacher. These least frequent cases occurred, on the average, with an estimated overall rate of "once every 2-4 weeks" or less.

In secondary schools, the conflict types occurring with an overall estimated rate of "once every 2-4 days" or more were: the breaking of school rules and name-calling. The least frequent conflicts or problems, reportedly occurring "once every 2-4 weeks or less," were extortion, and students coming to school in a condition of physical neglect.

In general, the supervisors' mean estimates of the overall rate of each problem type corresponded well to the Aides' mean estimates of the rates with which they attempted to resolve that type of problem.

In secondary schools, however, there were some discrepancies between the rates at which Aides tried to solve some problem types and the supervisors' estimates of the overall rates of those problem types. Higher than would have been expected from the supervisors' estimates alone were the rates with which Aides reportedly tried to solve problems involving the breaking of school rules; name-calling; conflicts between students and non-teaching staff (e.g., administrators, counselors); fear or dislike of school; or students coming to school in a condition of physical neglect.

A minority of Aides, particularly in elementary schools, did report some actual attempts to limit their freedom to become involved with certain types of problems among elementary and secondary Aides, respectively, 27% and 9% answered "Yes" to the question, "Has anyone in school tried to limit your freedom to do counseling with students or staff." (See Appendices A-2 and A-4.) More specifically, 12% of the elementary Aides wrote that they had been told they were not qualified to deal with certain problem

areas. Apparently, these "problem areas" were students' personal problems and student-teacher conflicts. One building administrator, for example, told Aides he "did not want [them] to destroy working relationships with teachers" by tackling student-teacher conflicts.

In summary, Aides seem to have addressed the problems supervisors thought occurred most frequently. Except in a few schools, Aides did try to alleviate student-staff conflicts. In elementary and secondary schools alike, Aides said they attempted to resolve a student-teacher conflict about once a week on the average.

Students' Reports of Contact With Counselor Aides in Four Junior High Schools

According to Tables 3 and 4, based on ESAA Secondary Student Questionnaire responses, each student in the four surveyed junior highs had, on the average, one or two contacts with an ESAA Counselor Aide during 1974-75.[3]

Table 3 suggests that these Aide contacts were not evenly distributed over the student population. A number of students (about 45%) reported no contact with an Aide during 1974-75, while a small number (about 7%) reported contact with Aides "every day."

Table 4 suggests that students, when they talked with an Aide, were most likely to talk about "things in general," but not problems. Nearly 40% of students responding reported having such friendly talks or "rap sessions" with a Desegregation Aide. In general, these friendly contacts--often in the halls, on the bus, or on the playground--were more than twice as frequent as any type of problem-oriented discussion.

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[3] The entries in Tables 3 and 4 were based on responses to the ESAA Secondary Student Questionnaire (Appendices C-1 to C-5, pp. 59-78), administered to randomly selected students in May, 1975. (See Appendix D, pp. 79-81, for a description of the sample selection and weighting process.) Tables 3 and 4 present the statistics that result when White and Black racial groups of respondents were weighted according to their Sight Count proportions within each school and grade. The entries in Tables 3 and 4 are therefore estimates of the responses one would expect had a random sample of 819 students, with no constraints, been drawn from the four-school population.

Table 3

Counselor Aide Contacts With Students
During 1974-75 for 4 Junior Highs

Variable	Schools									
	1 (N=202)		2 (N=161)		3 (N=210)		4 (N=238)		Total (N=811)	
Number of Aides at the school	3		2		2		2		9	
	Mean	S.d.	Mean	S.d.	Mean	S.d.	Mean	S.d.	Mean	S.d.
Number of Aide contacts per student[a]	1.6[a]	.9[a]	2.0[a]	1.1[a]	1.8[a]	1.4[a]	2.2[a]	1.4[a]	1.9[a]	1.3[a]
Number of students having no Aide contacts	104		52		125		88		369	
Number of students having Aide contacts every day	19		6		16		17		58	

Note.--Entries in this table are those resulting when White and Black racial groups were weighted according to their original Sight Count proportions in each school and grade. Entries here are therefore similar to those expected had an unweighted random sample been drawn from the pooled student bodies of the 4 schools. For a description of the sample selection and weighting process, see Appendix D, pp. 79-81.

S.d.= standard deviation.

[a]The response categories were 1= "Never," 2= "1 or 2 times this year," 3= "3 to 5 times...," 4= "6 to 10 times...," 5= "Over 10 times...," 6= "Every day...."

Table 4

Problems or Topics That Students Discussed With Desegregation Counselor Aides During 1974-75 in 4 Junior Highs

Problems or topics discussed	Schools				
	1 (N=203)	2 (N=165)	3 (N=211)	4 (N=240)	Total (N=819)
"A problem you were having getting along with another student"	4%	24%	15%	10%	13%
"A problem you were having getting along with a teacher"	5	19	17	8	12
"A problem you were having getting along with another adult in school (such as the principal, assistant principal, or a counselor)"	4	12	9	7	8
"A problem you were having at home"	1	6	7	2	4
"A problem you were having with your school work"	3	17	15	6	10
"A fight between you and one or more other students"	5	24	10	11	12
"A problem you had with some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)"	10	15	13	6	11
"Some other problem, not listed above...please tell what types of problems you talked about"	7	13	9	7	9
"'Things in general,' but not problems? In other words, did you ever have a friendly talk or 'rap session' with a Desegregation Aide?"	38	31	31	50	38
Average (mean) number of problems or topics above that each student discussed with an Aide					
Mean number of problems discussed	0.6	1.3	0.9	0.9	0.9
Standard deviation	1.2	1.8	1.8	1.2	1.5
Median	0.3	0.5	0.3	0.5	0.4

Note.--Percents in this table represent students who checked "Yes" to indicate they had talked about that particular problem or topic with an Aide (Items 5-13 of the ESAA Secondary Student Questionnaire). (Percents are not expected to total 100.)

Entries in this table are those resulting when Black and White racial groups were weighted according to their original Sight Count proportions in each school and grade. For a description of the sample selection and weighting process, see Appendix D, pp. 79-81.

The degree to which Aides entered into discussion of various problems with students seems to have varied greatly from school to school. Students in School 1 reported little discussion with Aides concerning important problems such as fighting, school work, or problems getting along with another student. Yet the overall rates of these problems, as estimated by the Aides' building supervisor in School 1, were generally the same as the mean rates for all ESAA secondary schools (see Table 2). Also, a later section of this report (see pp. 30-31) shows that School 1 students reported only moderately less victimization by students and unfair treatment by teachers than students in the other three junior highs surveyed.

In contrast to School 1, 20-25% of students in School 2 reported discussing major problems with Aides during 1974-75; for example, fighting, a problem getting along with another student, a problem getting along with a teacher, or a problem with school work.

The evaluator cannot document with certainty any differences among Aides or schools that would account for the observed differences among schools in Aide-student contact. School 1 was the only school among the four student-survey junior highs having a 9th grade. Also, among the 9 Aides in the four junior highs surveyed, School 2 had the "best-known" Aide (63% of students reporting at least one contact) and School 1 had the least well known Aide (14% reporting at least one contact).

Estimates by Students and by Building Supervisors of the Overall Value of Aide Service

The questionnaire responses (See Appendices) of both building supervisors of Aides and also students served by Aides suggest that Aides "pulled their weight" among the total staff team in preventing and resolving conflicts, including conflicts with racial overtones. Also, Aide supervisors wanted the Desegregation Counselor Aide Program to continue past 1974-75, with support from local funds if necessary.

When supervisors were asked to rate the total contribution of their Aides to the prevention or solution of the various problems listed in Table 2, about three-fourths of each supervisor group, elementary and secondary, said the Aides' contribution was "great," "very great," or "extremely great."

When asked to rate the Aides' total contribution to the prevention or reduction of racial prejudice in their school, a majority of elementary

supervisors and a majority of secondary supervisors again rated the Aides' contribution as at least "great."

Among those approximately half (55%) of the junior-high students sampled who reported meeting and talking with a counselor Aide, a great majority (nearly three-fourths) rated the Aides' overall helpfulness as "helpful" or "very helpful." About one-fourth (27%) of those students who met and talked with an Aide found the Aides "slightly helpful" or "not at all helpful."

When supervisors were asked, "Do you think the ESAA Desegregation Counselor Aide Program should be continued next year?," all respondents answered "Yes." All responding secondary supervisors and 85% of the responding elementary supervisors also thought that local school funds should be used to hire Aides for their school "if federal ESAA funds are no longer available."

WHAT ARE SOME CHARACTERISTICS OF THE AIDES' BEST CONFLICT-RESOLVING WORK

Written case studies obtained from the Aides, from their building supervisors, and from students in four junior high schools were the basis for answering the question, "What are some characteristics of the Aides' best conflict-resolving work?"

Aides and their building supervisors were asked to describe one case study showing effective conflict-resolving work by an Aide.[4]

For each case study, Aides and supervisors were asked to describe (a) the conflict before the Aide(s) took action; (b) the initial actions the Aide took to resolve the conflict (Aides were asked, "What did you then do?"); (c) events during and after conflict resolution ("How did the conflict end and what happened to the participants in the conflict?"); and (d) evidence suggesting the conflict was resolved ("Why do you feel this example shows effective conflict-resolving work?").

Quality of the case studies. Most of the Aides (80% of elementary Aides, 57% of the secondary Aides) and supervisors (50% of the elementary, 73% of the secondary) presented a case study as requested, providing all the information requested above and giving at least some detail.[5]

Reliability of the content analysis. Each case study was rated according to whether each of 73 characteristics was (1) clearly present; (2) clearly absent or "information...does not allow inference that characteristic is present"; or (3) "case-study characteristic may be present...some case study information suggests or implies that characteristic is present." Each case-study characteristic related to one of the main categories of requested

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[4] On Aide Questionnaire II (Appendices A-2 and A-4), this item was, "Please describe your actions in resolving one actual student-student or student-teacher conflict this year. Try to select the conflict example which shows your most effective conflict-resolving work." Supervisors were asked (see Appendices B-1 and B-2) "to select the conflict example which shows the most effective conflict-resolving work this year by an Aide (or two or more Aides working together)."

[5] Some respondents did not provide a case study: 9% of elementary Aides, 30% of secondary Aides, 25% of elementary supervisors, and 3 (27%) of secondary supervisors. The remaining respondents presented case studies deficient in some respect (e.g., important information and detail were missing).

information (e.g. conflict behaviors, setting, participants, Aides' actions, evidence of successful conflict resolution, etc.).

For a representative sample of 25 complete case studies (from 14 Aides 11 supervisors), each rated on 73 case-study characteristics, two independent raters agreed on 86% of the ratings.[6]

Effective Conflict-Resolving Work by Elementary Aides

When asked to provide an example of effective Aide work, about 40% of each group--elementary Aides and elementary supervisors--presented a case involving fighting or assault. In about a quarter of these cases, the conflict took place on the bus. Usually (in about three-fourths of the cases), the conflict was between individual students (rather than among groups or gangs of students, or between students and adults). For 20% of these cases, the Aide believed the conflict was caused in part by negative racial attitudes.

Both Aides and supervisors reported that in about half of the cases the Aide talked to all participants in the conflict together. In about a third of the cases, the Aide involved non-actors (staff, parents, or students) in the resolution of the conflict.

One case study reported by an elementary Aide illustrates most of the characteristics described above:

> On the bus there was a problem with three Black boys and an Indian family. It ended on the [bus steps] with the boys fighting and driver not doing anything but watching.
>
> I called the driver in for a conference with the Indian parent. And called [in] the parents of the other boys...to talk... The boys [were] present.
>
> There [weren't] any more problems...on the bus, because the boys and the family had separate seats for a while until they could behave.

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[6] A detailed description of the rating categories and the procedure used to check reliability of these categories is available upon request.

The two raters were Barbara Bowton and JoAnne Smeltzly.

For the 73 individual case-study-characteristic categories, the agreement between these raters ranged from 20% (for rating decisions concerning which racial/ethnic groups were involved in the conflict) to 100%, with a median per category of over 90% agreement.

In another case the Aide arranged a reconciliation meeting between two fighting girls after a "cooling-off period":

> I put one girl in the back office and had the other one wait in the front office. The girl in the back office was very physical. I let her kick at the wall...and scream until she settled down. In the meantime, I sent the other girl...to pick up lunches for both girls.
>
> I sat them both in the back office to eat their lunches...They glared at each other [and] did some yelling...but after about 15 minutes they started to talk and eat.
>
> I feel this was very effective...because both girls came from homes [in which] they are not allowed to talk back or talk with an adult about their problems...We set up a...rap club and they meet every week with four girls.

Cases like this, in which the participants expressed reconciliation following conflict, were reported by 27% of the Aides and 39% of the supervisors.

Over half of both elementary Aides and supervisors reported a case in which the outcome of the conflict was clearly improved behaviors (e.g., better school work, less acting out). Effective conflict-resolving work also seemed evident, as in cases reported by 15% of the elementary Aides, when the participants in the conflict were later seen in positive social interaction (e.g., playing, working together, friendly talking).

About 22% of the elementary Aides, but none of the supervisors, reported a student-teacher conflict as being the best example of the Aide's work. One Aide, however, proudly reported that she helped resolve such a conflict after initially approaching the problem "in fear and trembling as the administration was so fearful of me offending staff":

> A child came to me crying in the hall and said that a Black counselor and a White teacher had made fun of her in front of the class and that she should be sent back to [school she attended before desegregation bussing took place] .
>
> I approached the counselor...He said [the girl] was rude...and had been running around the room for days and not doing her work.... I told [the girl] that I thought she owed the teacher an apology. She nodded her head yes.
>
> Then I took her to the teacher. She was so choked up she could not speak. I told the teacher what she meant and the girl nodded her head in agreement. The teacher, very sweet, said "I'm sorry I hurt your feelings, Honey, but you were wrong." I hugged the girl and patted her shoulders.

At noon recess she came bouncing happily to me and said, "Mrs. _____, I finished all my work." The problem did not arise again.

[I learned] I could resolve a [teacher-student] conflict and still maintain a working relationship with staff.

Other reported characteristics of the elementary Aides' best work in 1974-75 are tabulated in Appendices A-2 and B-1. For example, about 15% of the Aides and supervisors reported, as part of a successful case, a follow-up by the Aide to be sure further conflict would not occur. About 18% of respondents noted that as a result of the Aides' work there was an improved relationship (more communication, involvement) between parents and the school.

Effective Conflict-Resolving Work by Secondary Aides

When secondary Aides and supervisors were asked to describe a case of effective Aide work, between 20% and 30% of each group described a case that included (a) fighting or assualt, or (b) accusation or rumor. Over a fifth of the secondary Aides presented cases involving a general or unspecified adjustment problem (e.g., "personality clash," "not getting along" in school or with others, etc.). Two of the 11 secondary supervisors presented case studies involving attendance problems (class-cutting or truancy).

For each separate group of respondents, about two-thirds of the cases involved students as individuals and about one-fourth of the cases involved teachers. The settings for these conflicts were not often specified, but in about a fourth of the cases, the setting was the classroom; in a smaller proportion of cases, the cafeteria was mentioned.

The Aides reported their most frequent initial actions were to (a) talk to the participants together, (b) talk to the participants separately, (c) investigate the circumstances of the conflict, (d) inform parents, and (e) involve non-participants (staff, parents, students) in conflict resolution. Very few Aides reported as a successful example of their work a case in which they had used physical force to end the conflict.

One case reported by a junior-high Counselor Aide illustrates many of the characteristics described above:

A fight between a Black and White girl...turned into a school-wide rumor-producing situation. I spent the entire day talking to girls and helping them to solve the problem....

By the end of the day tempers had cooled, rumors had ceased, and by the next day the situation was very close to forgotten.

The above case was representative of several reported conflicts involving rumor. While the actual content of the rumors was never clearly specified, the accusations apparently often involved romantic jealousy; inter-family feuds; and in some cases, racial prejudice.

Case studies involving teacher-student conflicts were described by 2[illegible]% of the secondary Aides and 3 (27%) of the supervisors. The following example was reported by a junior-high Aide:

The music teacher stated [that a] Black student would not cooperate in class [and] called him some names out of anger. [The]student retaliated.

Student came to me. We had a meeting with the teacher [and the] counselor. Teacher apologized for name-calling [but] the student [was] still resentful and uncooperative [and] afraid to attend class. I attended class with him for two weeks. We worked on his participation in class and class attitude.

Student [is] doing better...The teacher made out weekly reports to me... [The teacher is trying] to praise [the] student more and control his temper.

I acted as a buffer between the student and teacher. This helped control emotions and bring down hostility level to point teacher could try to be more effective and student could be more comfortable.

Both elementary and secondary Aides were valued by their building supervisors for their unique ability to establish cooperative relationships between the school and home. In the words of a supervisor of high-school Aides:

This particular student was absenting himself from classes and was about to be administratively withdrawn from school. All attempts to contact the home by the school were futile.

The Aide made contacts within the community and with the home, and also with the student. [The Aide also checked] the places the student frequented when skipping classes. The student was encouraged to return to classes on a regular basis.

The conflict described here is more correctly a conflict between the interest of a Native American student and the interest of the school, rather than a student-student or student-teacher conflict. [The student did not know] how he fit into the school...It had become easier

to avoid the hassle even though he has many talents.

> [The Aide helped] him...to view the school as a means of developing himself...The following trimester the student was much more successful in his classes and the parents are making occasional contacts with the school...There is much promise this young man will continue in school.

As shown above, Aides can help investigate school attendance problems. In this particular case the Aide's friendly interest was a factor in the student's return to school.

Other reported characteristics of the secondary Aides' best work in 1974-75 are reported in Appendices A-4 and B-2. Many of these characteristics were similar to those of the elementary-Aide case studies.

Junior High Students' Encounters With ESAA Desegregation Counselor Aides

On the ESAA Secondary Student Questionnaire, students in four junior highs were asked, "What was the most serious problem you ever talked over with a Desegregation Aide?" and "What did the Desegregation Aide do to try and help you?"

Of 819 students surveyed, 76 provided usable answers. About 90% of the students did not attempt to answer the open-ended questions, perhaps because they had no important contact with an Aide.[7, 8]

One third of these most serious problems discussed with an Aide involved fighting. In about half (55%) of the problem cases, no physical force was evident; instead, such behavior as smoking, throwing food, and name-calling were the basis for Aide contact. One student described the problems she discussed with the Aide as "personal problems, drugs, and parents."

In about half (45%) of the cases, other students besides the respondent were involved in the problem. When the setting for the problem was specified (as in 59% of the cases), the most frequent locations were bus (14%), cafeteria (9%), classroom (6%), or other school locations (17%).

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[7] The percentages in this discussion are those resulting when White and Black racial groups taking the questionnaire are weighted according to their original grade-within-school-among-schools proportion. These percents are therefore similar to those expected had an unweighted random sample been drawn from the pooled student bodies of the 4 schools. (See Appendix D.)

[8] For a representative sample of 20 problem cases reported by students, the overall agreement between raters Barbara Bowton and JoAnne Smeltzly on 21 characteristics (e.g., behaviors involved, settings, actors, Aide's actions, etc.) over all 20 cases was 78%. For each of the 21 rating categories, agreement between raters ranged from 50% to 100%. Further information on the rating procedure is available on request.

The following incident may illustrate a typical problem-solving encounter between a junior high student and an Aide: "On the bus a _____ told me to move ('You _____') and I tried to avoid fighting but he got his friends and made me move." The blanks in the preceding quotation indicate the negative racial attitudes evident in some of the problem cases reported on the Student Questionnaire.

In another school, a student discussed with an Aide her problems with "a girl who was beating people up, stealing their work, and turning it in as her own."

According to students, when Aides tried to help resolve a problem, they often (a) talked to at least one of the participants separately (45% of cases); (b) talked to the participants together; or (c) effected a concrete change in behavior or circumstances (e.g., stopped a fight, changed a seat, provided a material service, etc.). Said one student, "the Aide tried to help us understand each other's feelings." Another student: "the Aide talked to other adults in the school." Yet another example: "The Aide helped me find a place to sit [in the lunchroom]."

HOW GREAT IS THE NEED FOR A COUNSELOR AIDE PROGRAM IN DESEGREGATING MINNEAPOLIS SCHOOLS?

Several previous sections of this report (see especially Table 2 and pp. 15-21) document the involvement of Aides in the resolution of serious student-student and student-teacher problems. According to the estimates of Aides and their supervisors, serious interpersonal problems, often involving negative racial attitudes, occurred nearly every day in nearly every ESAA school.

Students in four junior high schools also were given the opportunity to report whether any of six different "unpleasant incidents" had happened to them during 1974-75; either in their school, or on the way to or from school. Table 5 shows the victimizations these students experienced, according to their responses to Items 33-44 of the ESAA Secondary Student Questionnaire (see Appendices C-1 to C-5).[9]

Two-thirds of the students reported being called a name by a student of their own race; two-thirds also reported being called a name by a student of another race. From one-half down to one-quarter of the responding students[10] said they had been (a) pushed, hit, or attacked by a student of another race (49%); (b) threatened with harm by a student of another race (38%); (c) pushed, etc., by a student of their own race (34%); (d) graded unfairly on a report card, big assignment or test by a teacher of their own race (32%); (e) treated unfairly in class in some other way by a teacher of their own race (25%); (f) threatened with harm by a student of their own race (24%); (g) graded unfairly, etc., by a teacher of another race (23%); (h) treated unfairly in class, etc., by a teacher of another race (22%).

While 6% of students reported being forced under threat to hand over money or something else...by a student of their own race, 21% reported being extorted by a student of another race.

Clearly, there is a need in desegregating Minneapolis schools for a program, such as the Counselor Aide Program, which has as its goal the resolution of interpersonal and interracial conflict.

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[9] Data resulting from this survey will be presented in greater detail in a forthcoming report by the Research and Evaluation Department.

[10] See footnote 7 on p. 28. The percentages in the present discussion have the same meaning as the percentages on pp. 28-29.

Table 5

Percentages of Students in 4 Junior Highs Reporting Victimizations During 1974-75, in School or on the Way to School

Victimizations experienced		Schools				
		1 (N=203)	2 (N=165)	3 (N=211)	4 (N=240)	Total (N=819)
% of students who experienced each type of victimization						
"Called a name"	By student of own race	52%	76%	70%	72%	67%
	By student of another race	54%	69%	71%	69%	66%
"Threatened with harm"	By student of own race	12	26	30	29	24
	By student of another race	23	42	40	46	38
"Pushed, hit, or attacked"	By student of own race	22	39	35	39	34
	By student of another race	35	49	50	61	49
"Forced under threat to hand over money or something else belonging to you"	By student of own race	2	11	6	6	6
	By student of another race	15	23	22	24	21
"Graded unfairly on a report card, big assignment, or test"	By teacher of own race	28	31	30	37	32
	By teacher of another race	17	27	27	22	23
"Treated unfairly in class in some other way"	By teacher of own race	17	27	23	33	25
	By teacher of another race	11	28	27	24	22
Average (mean) number of victimizations above that each student experienced						
Mean number of victimizations		2.8	4.7	4.5	4.7	4.1
Standard deviation		2.0	2.7	2.7	2.4	2.6
Median		2.6	4.8	4.2	4.7	4.0
Number of students on whom statistics were based[1]		192	148	184	207	731

Note.--Entries in this table are based on responses to Items 33-44 of the ESAA Secondary Student Questionnaire.

Entries in this table are those resulting when White and Black racial groups are weighted back to their original grade-within-school-among-schools proportions. Entries here are therefore similar to those expected had an unweighted random sample been drawn from the pooled student bodies of the 4 schools. For a description of the sample selection and weighting process, see Appendix D, pp. 79-81.

WHAT RECOMMENDATIONS SHOULD BE MADE CONCERNING PROGRAM IMPROVEMENT AND PROGRAM RE-FUNDING?

The evaluator recommends that:

1. Consideration be given to developing program objectives that are more uniquely relevant to the Aides' work in the schools. If funds only allow placing 2-3 Aides in a school-community of 250-1000 students, then as discussed on pp. 3-4, the objectives of improved interracial attitudes and interaction are probably not appropriate for Counselor Aides. Also, the measurement of interracial attitudes and interaction specified in the applicaton for funds (ESAA Office, Minneapolis Public Schools, pp. 34-35, 43-44) would not be possible without an increase in the evaluation budget beyond the 1974-75 level.

2. A more precise definition of the Aide's role should be stated. There should be a rationale that ties each role activity to the objectives of the Program. This role definition could be stated so as to allow variation from school to school in the Aide's activities; however, such variation should have a rationale based on (a) explicitly stated human relations needs of each school and (b) some hypotheses concerning which activities can best meet those needs.

Previous sections of this report suggest that the Counselor Aide's role varies greatly from school to school. In some schools, Aides are encouraged to conduct personal counseling; in other schools, Aides are told they are not qualified to deal with certain problem areas. In some schools, Aides consult extensively with professional support staff (e.g., counselors, social workers) in resolving interpersonal conflict; in other schools Aides are isolated from such staff contact. In one school Aides coordinate a class that tries to improve students' human relations skills and students' understanding of different racial/ethnic groups. In another school, Aides are employed primarily to patrol the halls. Many other areas of the Aide's role could be cited to show variation in role behavior; e.g., differences among Aides in the frequency with which they ride buses, contact parents, attend meetings of the schools Student Support Team, etc.

Variation in the role of Aides may well be a virtue of the Program; that is, the role of each school's Aides may have been tailored to the school's unique human relations needs. The evaluator, however,

could not find any written job descriptions justifying variations in the Aide's role from building to building. When building supervisors were asked to provide a copy of any written job description for the work of the Aides in their school (see Appendices B-1, p. 51, and B-2, p. 55), not a single job description was returned. The application for funds (ESAA Office, Minneapolis Public Schools) stated that each principal of an ESAA secondary school would prepare "a proposal as to the activities of the Desegregation Aides within his building" (p. 35).

In summary, the job description for Aides in the application for funds (pp. 34-39 and 43-48) was very general. The Aide's role differs greatly from school to school. Yet the evaluator could find no evidence that such variation in the Aide's role was planned.

Other recommendations for program improvement follow:

3. As suggested by a number of Aides (see Appendices A-2 and A-4, Items 29-30, pp. 40 and 47), training sessions for Aides could be improved by greater emphasis on assessing and meeting problems specific to a particular age group or school. Again, variation in the Aide's role could be valuable if based on a deliberate effort to discover the role activities most effective in meeting an ESAA school's particular, explicit, human relations objectives.

4. Desegregation Aides should be members of any school-wide "Student Support Team," which meets regularly to plan help for students with problems. Even though such teams meet regularly in secondary schools, about a third (30%) of the secondary Aides said they "seldom" or "never" attended these meetings.

5. Aides should be better informed concerning the purpose of keeping daily logs. A majority of Aides did not know how their log was used after it was turned in (see p. 11-12).

The evaluator believes the Minneapolis Public Schools should seek continued funding for the Counselor Aide Program in view of (a) the high rate of many types of conflict, including interracial conflict, in the schools and (b) the high degree of acceptance and support the Program enjoys among building administrators.

Although "hard" data concerning overall Program effectiveness are limited, both case study data and the assessments of school administrators

and students suggest that Desegregation Aides have made an important contribution to the resolution and prevention of conflict in desegregating Minneapolis schools. If more specific and appropriate objectives were defined to guide the work of Aides, the evaluator believes this program would be even more effective.

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APPENDICES

N=59 respondents
Entries on questionnaire are %'s of 59, except as noted. NA=not ascertained

Appendix A-1: Elementary Aides

Minneapolis Public Schools

ESAA Desegregation Counselor Aide Questionnaire

N.B. Only those open-ended responses made by 10% or more respondents are reported here.

(6-8) How many hours a week do you work with pay as a Counselor Aide? Write your answer in the boxes below:

[ ][ ] . [ ] (For example, if you work 37½ hours per week, you would write [3][7] . [5]. If you work 20 hours per week, you would write [2][0] . [0]. Etc.)

Mean=36.6 hrs.
Standard deviation=3.6 hrs.
N=59

(9) What type of school do you work in? Check one!

32% 1 An elementary school with grades K-3
32 2 An elementary school with grades 4-6
36 3 An elementary school with grades K-6
___ 4 A junior high school
___ 5 A senior high school
___ 6 Other. Please specify: _____

Your Role as a Desegregation Counselor Aide

Listed below are some activities that Desegregation Counselor Aides might perform.
a. For each separate activity, please indicate how often you have performed the activity this year so far.
b. Then, for each major group of activities, please write the total number of hours you have spent on these activities each week this year, on the average.

Activities this year	a. How often have you performed this activity this year so far? (Check one answer for each activity)	b. For each major group of activities--Write the total number of hours you have spent on these activities each week this year, on the average. (Round ½ hour to 1 hour; round less than ½ hour to 0 hours)
A. Activities emphasizing work with students (main emphasis is contact with students, although others besides students may be present) How often have you--		
Talked with students about serious personal or school problems?	(10) 64% 1 Often 32 2 Sometimes 2 3 Seldom 0% 2 4 Never NA	
Talked with a group of students involved in a racial fight or name-calling incident?	(11) 19% 1 Often 61 2 Sometimes 19 3 Seldom 0% 2 4 Never NA	
Caught students breaking school rules (e.g., smoking, fighting, truancy) and reported them to school authorities?	(12) 32% 1 Often 37 2 Sometimes 27 3 Seldom 2% 2 4 Never NA	
Monitored the halls and cafeteria?	(13) 83% 1 Often 10 2 Sometimes 0 3 Seldom 7% 0 4 Never NA	
"Rapped" or had friendly talks with students about "things in general" but not serious problems?	(14) 76% 1 Often 19 2 Sometimes 3 3 Seldom 2% 0 4 Never NA	
Worked with a group of students in your school on a regular basis (for example, a Student Advisory Committee or friendship group)? Please name and describe the group if necessary: 12%-Friendship group; 10%-Student council; 14%-Other group	(15) 34% 1 Often 24 2 Sometimes 17 3 Seldom 7% 19 4 Never NA	
Ridden the busses?	(16) 86% 1 Often 10 2 Sometimes 3 3 Seldom 0% 0 4 Never NA	
Observed a class to understand why students were having school problems?	(17) 19% 1 Often 61 2 Sometimes 14 3 Seldom 0% 7 4 Never NA	
Helped a teacher in the classroom as a teacher's assistant?	(18) 15% 1 Often 54 2 Sometimes 20 3 Seldom 0% 10 4 Never NA	
Taken over or monitored classes while a teacher was absent?	(19) 12% 1 Often 46 2 Sometimes 25 3 Seldom 0% 17 4 Never NA	
Worked with students in other ways? Please explain: 12%-Monitor playground, gym; 12%-Tutoring; 10%-Aid behavior modification program 10%-Monitor special events; 25%-Other work	(20) 44% 1 Often 29 2 Sometimes 2 3 Seldom 4% 12 4 Never NA	

How many hours each week this year have you spent on these activities emphasizing Work with Students?

(21-22) [ ][ ] hours each week

Mean=23.9 hrs.
Standard deviation=6.2 hrs.
N=51

Activities this year (continued)	a. How often have you performed this activity this year so far? (Check one answer for each activity)	b. For each major group of activities--Write the total number of hours you have spent on these activities each week this year, on the average. (Round ½ hour to 1 hour; round less than ½ hour to 0 hours)

B. Activities emphasizing work with parents (main emphasis is on contact with parents, although others besides parents may be present)

How often have you--

Visited the homes of school parents?	(23) 9% 1 Often; 54 2 Sometimes; 22 3 Seldom 0%; 15 4 Never NA	
Phoned school parents about their children or other school matters?	(24) 59% 1 Often; 36 2 Sometimes; 3 3 Seldom 0%; 2 4 Never NA	
Attended a small conference in school when a parent discussed his/her child's problems?	(25) 14% 1 Often; 53 2 Sometimes; 17 3 Seldom 5%; 12 4 Never NA	
Attended a meeting of school parents when the ESAA Counselor Aide or Reading Programs were discussed? Please name the parent group(s) and describe the meeting(s): 20%-PTA or parent council mtg.; 20%-Parents' or mothers' club mtg.	(26) 15% 1 Often; 24 2 Sometimes; 17 3 Seldom 0%; 44 4 Never NA	How many hours each week this year have you spent on these activities emphasizing Work with Parents? (29-30) ☐☐ hours each week
Worked with a group of school parents that meets on a regular basis? Please name the group and describe the group's activities: 44%-Parents' or mothers' club; 27%-PTA or advisory committee	(27) 29% 1 Often; 25 2 Sometimes; 12 3 Seldom 0%; 34 4 Never NA	Mean=4.9 hrs. Standard deviation=2.9 hrs. N=52
Worked with parents in other ways? Please explain: Not coded (too few original answers; most fit existing categories)	(28) 15% 1 Often; 42 2 Sometimes; 19 3 Seldom 7%; 17 4 Never NA	

C. Activities emphasizing work with other adults on the school staff (main emphasis is on contact with staff adults, although others besides staff adults may be present)

How often have you--

Talked with teachers about their problems getting along with students?	(31) 22% 1 Often; 42 2 Sometimes; 29 3 Seldom 0%; 7 4 Never NA	
Talked with supportive staff (for example, school counselors, school social workers, other aides who work with students, school psychologist, etc.) about student problems? Please give the job titles of supportive staff you have worked with this year: 78%-School social worker; 37%-Other aides; 25%-School psychologist; 15%-School counselor; 29%-Other	(32) 63% 1 Often; 32 2 Sometimes; 2 3 Seldom 2%; 2 4 Never NA	How many hours each week this year have you spent on these activities emphasizing Work with other Adults on the School Staff? (36-37) ☐☐ hours each week
Talked with school administrators (principal or assistant principal) about student problems?	(33) 64% 1 Often; 32 2 Sometimes; 2 3 Seldom 0%; 2 4 Never NA	Mean=6.4 hrs. Standard deviation 7.2 hrs. N=53
Attended meetings of any school-wide "Student Support Team" or similar team which meets regularly to plan help for students with problems?	(34) 10% 1 Often; 22 2 Sometimes; 14 3 Seldom 2%; 53 4 Never NA	
Worked with other adults on the school staff in other ways? Please explain: Not coded (too few original answers; most fit existing categories)	(35) 29% 1 Often; 41 2 Sometimes; 9 3 Seldom 9%; 14 4 Never NA	

Activities this year (continued)	a. How often have you performed this activity this year so far? (Check one answer for each activity)	b. For each major group of activities--Write the total number of hours you have spent on these activities each week this year, on the average. (Round ½ hour to 1 hour; round less than ½ hour to 0 hours)
D. Activities emphasizing work with agencies and persons in the community outside school (main emphasis is on contact with community persons, although others besides community persons may be present) How often have you--		
Attended a meeting of any community, neighborhood, or church organization where the ESAA Counselor Aide or Reading Programs were discussed? Please name the organization(s) and describe the meeting(s): Not coded (too few answers)	(38) 10% 1 Often 19 2 Sometimes 22 3 Seldom 3% 46 4 Never NA	How many hours each week this year have you spent on these activities emphasizing Work with Agencies and Persons in the Community? (42-43) ☐☐ hours each week Mean=2.4 hrs. Standard deviation=4.1 hrs. N=50
Gone to a public or private social welfare agency (for example, County Welfare, Court Services, family counseling, medical clinic, etc.) to help a student in your school? Please name the social welfare agencies: Not coded (too few answers)	(39) 2% 1 Often 5 2 Sometimes 12 3 Seldom 0% 81 4 Never NA	
Gone to court with a student in your school?	(40) 0% 1 Often 2 2 Sometimes 0 3 Seldom 0% 98 4 Never NA	
Worked with agencies or persons in the community in other ways? Please explain: Not coded (too few original answers; most fit existing categories)	(41) 9% 1 Often 10 2 Sometimes 20 3 Seldom 5% 56 4 Never NA	
E. Conference activities, other than any listed above, which involve more or less equal participation by you and persons in two or more of the following roles: student, parent, school staff, or community person.		How many hours each week this year have you spent on these Conference Activities Involving Equal Participation by You and Persons in Two or More Other Roles? (45-46) ☐☐ hours each week Mean=1.6 hrs. Standard deviation=2.0 hrs. N=51
How often have you participated in such a conference? Please describe the participants and purpose for any such conference(s): Not coded (too few answers)	(44) 12% 1 Often 29 2 Sometimes 22 3 Seldom 3% 34 4 Never NA	
F. Paper Work and Clerical Work How often have you--		
Written an ESAA daily log?	(47) 86% 1 Often 3 2 Sometimes 9 3 Seldom 2% 0 4 Never NA	How many hours each week this year have you spent on this Paper Work and Clerical Work? (50-51) ☐☐ hours each week Mean=4.5 hrs. Standard deviation=5.1 hrs. N=52
Worked on school attendance record-keeping?	(48) 24% 1 Often 15 2 Sometimes 15 3 Seldom 3% 42 4 Never NA	
Done other clerical work for the school (for example, typing, record keeping, mimeographing, etc.)?	(49) 14% 1 Often 39 2 Sometimes 20 3 Seldom 0% 27 4 Never NA	

Finally, please total the estimated hours (in the boxes) you spent each week on all your activities. This total should be within a few hours of the weekly number of hours you work with pay as a Counselor Aide (p. 1). If the two totals do not agree, please explain why (perhaps you work some hours without pay):
24%-Work with parents on own time (other than meetings of groups);
19%-Attend some meetings on own time

Thank you. Elementary Aides work an average (mean) of 5.7 hrs. per week without pay on activities related to the Counselor Aide role (standard deviation= 11.9 hrs., N=41).

N=59 respondents
Entries on questionnaire are %'s of 59, except as noted NA=not ascertained

Appendix A-2: Elementary Aides

Minneapolis Public Schools
ESAA Desegregation Counselor Aide Questionnaire II

Return to:
Paul Higgins (Tel. 348-6140)
Research and Evaluation Dept.
Minneapolis Public Schools
807 N. E. Broadway
Minneapolis, MN 55413

Your Job

(6) How much do you enjoy your work as a Desegregation Counselor Aide? Check one:

53% 1 Very greatly
34 2 Greatly
9 3 Somewhat
0 4 Slightly
0 5 Not at all
5% NA

(7) How clear is your understanding of your duties and responsibilities as a Desegregation Counselor Aide in the school where you work? Check one:

24% 1 Extremely clear understanding
49 2 Very clear understanding
22 3 Moderately clear understanding
3 4 Slightly clear understanding
0 5 Understanding not clear at all
2% NA

(8) Do you have a written job description for your work as a Desegregation Counselor Aide?

85% 1 Yes
14 2 No
2% NA

(9-11) If you answered "Yes" to Item (8), please give the title of the person(s) who wrote the job description(s):

61%-ESAA administrator; 10%-"Don't know"; 24% did not give the title of a person

(12) Has anyone in school tried to limit your freedom to do counseling with students or staff?

27% 1 Yes
71 2 No
2% NA

(13-14) If you answered "Yes" to (12), please explain any attempt to limit your freedom to do counseling:

12%-Aide told he/she not qualified to deal with certain problem areas
71% did not answer

You have been asked to prepare a log, describing for each day your activities as a Desegregation Counselor Aide.

(15) Do you know how your log is used after you turn it in?

31% 1 Yes
66 2 No
3% NA

(16) In your opinion should Desegregation Counselor Aides write a daily log (as you did this year)?

41% 1 Yes
53 2 No
7% NA

(17) Are there periods of time during the school day when you have no duties to perform, even though you are on the job?

25% 1 Yes
71 2 No
3% NA

If you answered "No" to (17), then skip to (24).
If you answered "Yes" to (17),

(18-21) What is the total amount of time each day when you have no duties to perform? Fill in the blanks below:

Median= About 0 hours and 45 minutes each day.
N=12; 80% did not answer

If you answered "Yes" to (17), then--

(22-23) What would you like to be doing in your school during this time when you have no duties to perform? Explain below:

78% did not answer

(24) Are you dissatisfied in any other way with any of the conditions of your employment? (For example, are you dissatisfied with Civil Service regulations or pay scales? Or do you have any beefs or gripes with your employer over working conditions, hours, duties, etc.)

49% 1 Yes
48 2 No
3% NA

(25-26) If you answered "Yes" to (24), please explain any dissatisfaction

24%-Civil service regulations regarding seniority, pay steps, retirement fund
14%-Desire higher pay rate
53% did not answer

Your Training

You have had several training sessions, both before and during the school year, to prepare you for work as a Desegregation Counselor Aide.

(27) How valuable were these training sessions to you?

29% 1 Extremely valuable
37 2 Moderately valuable
24 3 Slightly valuable
3 4 Not at all valuable
3 5 I missed all the training sessions
3% NA

(28) Can you suggest any ways these training sessions might be improved?

39% 1 Yes
56 2 No
5% NA

(29-30) If you answered "Yes" to (28), what are your suggestions?

17%-Discuss problems specific to a particular age group, cluster, or school
61% did not answer

Appendix A-2 (continued): Elementary Aides

Your Help for Students with Problems

Listed below are some types of problems students can have.
For each type of problem, please answer both Question A and Question B.

Type of Problem	Questions: In your school during this school year (1974-75) so far-- A. How often did students have this type of problem, which you personally tried to help solve? (Check one answer for each problem type)	B. What proportion of these problem cases which you personally tried to help solve were caused in part by negative racial attitudes? (Check one answer for each problem type)
Name-calling or "bad-mouthing" among students.	(31) 61% 5 Once a day or more 20 4 Once every 2-4 days 3% 9 3 About once a week NA 3 2 Once every 2-4 weeks 3 1 Less than once a month 0 0 Never this year so far	(42) 14% 5 More than half of these problem cases 19 4 About half... 3% 56 3 Less than half... NA 9 2 None... 0 1 I did not try to solve one of these cases.
Fighting among students.	(32) 53% 5 Once a day or more 34 4 Once every 2-4 days 3% 5 3 About once a week NA 3 2 Once every 2-4 weeks 2 1 Less than once a month 0 0 Never this year so far	(43) 7% 5 More than half of these problem cases 14 4 About half... 10% 56 3 Less than half... NA 14 2 None... 0 1 I did not try to solve one of these cases.
Extortion: Student used threat to force other students to hand over money or other personal possessions.	(33) 0% 5 Once a day or more 5 4 Once every 2-4 days 2% 24 3 About once a week NA 9 2 Once every 2-4 weeks 37 1 Less than once a month 24 0 Never this year so far	(44) 2% 5 More than half of these problem cases 12 4 About half... 12% 17 3 Less than half... NA 46 2 None... 12 1 I did not try to solve one of these cases.
Student was having problems getting along with another student (other than those above). Please give example: _____	(34) 36% 5 Once a day or more 15 4 Once every 2-4 days 9% 24 3 About once a week NA 7 2 Once every 2-4 weeks 9 1 Less than once a month 2 0 Never this year so far	(45) 10% 5 More than half of these problem cases 15 4 About half... 12% 34 3 Less than half... NA 27 2 None... 2 1 I did not try to solve one of these cases.
Student had a problem getting along with a teacher.	(35) 25% 5 Once a day or more 10 4 Once every 2-4 days 2% 22 3 About once a week NA 19 2 Once every 2-4 weeks 14 1 Less than once a month 9 0 Never this year so far	(46) 5% 5 More than half of these problem cases 14 4 About half... 7% 36 3 Less than half... NA 36 2 None... 3 1 I did not try to solve one of these cases.
Student had a problem getting along with another adult in school (such as the principal, assistant principal, or a counselor)?	(36) 15% 5 Once a day or more 7 4 Once every 2-4 days 5% 9 3 About once a week NA 17 2 Once every 2-4 weeks 34 1 Less than once a month 19 0 Never this year so far	(47) 0 5 More than half of these problem cases 3 4 About half... 17% 29 3 Less than half... NA 37 2 None... 14 1 I did not try to solve one of these cases.
Student broke some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)	(37) 24% 5 Once a day or more 15 4 Once every 2-4 days 5% 7 3 About once a week NA 3 2 Once every 2-4 weeks 12 1 Less than once a month 5 0 Never this year so far	(48) 2% 5 More than half of these problem cases 10 4 About half... 9% 14 3 Less than half... NA 64 2 None... 2 1 I did not try to solve one of these cases.
Student fears or dislikes school.	(38) 15% 5 Once a day or more 17 4 Once every 2-4 days 2% 12 3 About once a week NA 17 2 Once every 2-4 weeks 27 1 Less than once a month 10 0 Never this year so far	(49) 0% 5 More than half of these problem cases 7 4 About half... 9% 46 3 Less than half... NA 36 2 None... 2 1 I did not try to solve one of these cases.
Student was having problems with his/her family at home.	(39) 7% 5 Once a day or more 22 4 Once every 2-4 days 9% 12 3 About once a week NA 14 2 Once every 2-4 weeks 34 1 Less than once a month 2 0 Never this year so far	(50) 0% 5 More than half of these problem cases 2 4 About half... 9% 36 3 Less than half... NA 46 2 None... 9 1 I did not try to solve one of these cases.
Student came to school in a physically neglected condition (for example, hungry, inadequately dressed, sick).	(40) 25% 5 Once a day or more 12 4 Once every 2-4 days 5% 20 3 About once a week NA 14 2 Once every 2-4 weeks 15 1 Less than once a month 9 0 Never this year so far	(51) 0% 5 More than half of these problem cases 10 4 About half... 9% 24 3 Less than half... NA 49 2 None... 9 1 I did not try to solve one of these cases.
Student was having some other problem, not listed above. Please give example: _____	(41) 12% 5 Once a day or more 7 4 Once every 2-4 days 46% 7 3 About once a week NA 3 2 Once every 2-4 weeks 10 1 Less than once a month 15 0 Never this year so far	(52) 2% 5 More than half of these problem cases 3 4 About half... 44% 12 3 Less than half... NA 34 2 None... 5 1 I did not try to solve one of these cases.

Prejudice in Your School

(53) Do students in the school where you work show prejudice (unfair treatment or negative attitudes) toward students of races other than their own?

Check one answer:

5% 1 Yes, half or more of the students show this racial prejudice toward other students.

19 2 Yes, some students, but less than half, show this racial prejudice.

61 3 Yes, but only a few students show this racial prejudice.

12 4 No

0 5 I don't know

3% NA

(54-55) If you answered "Yes," give one example below of students showing racial prejudice toward other students:

34%-Name calling
12%-Feeling of being discriminated against (in play, in discipline, etc.)
34% did not answer

(56) Do adults in the school where you work show prejudice (unfair treatment or negative attitudes) toward students of races other than their own?

Check one answer:

5% 1 Yes, half or more of the adults show this racial prejudice toward students.

3 2 Yes, some adults, but less than half, show this racial prejudice.

31 3 Yes, but only a few adults show this racial prejudice.

39 4 No

17 5 I don't know

5% NA

(57-58) If you answered "Yes," give one example below of adults showing racial prejudice toward students:

14%-Teachers have "double standard," treating students differently because of race
58% did not answer

Your General Suggestions

(59) Can you suggest any ways that the Desegregation Counselor Aide program in your school might be improved next year?

64% 1 Yes

32 2 No

3% NA

(60-61) If you answered "Yes," what are your suggestions?

12%-Need clearer, more specific job guidelines
10%-More involvement of social workers, counselors, and principals
15%-Other suggestions
37% gave no suggestions

Personal Information

*(62) What type of school do you work in? Check one:

___1 An elementary school with grades K-3

___2 An elementary school with grades 4-6

___3 An elementary school with grades K-6

___4 A junior high school

___5 A senior high school

___6 Other. Please specify: _____

(63) Your sex:

5% 1 Male

92 2 Female

3% NA

(64) Your racial/ethnic group. (With which of the following racial/ethnic groups do you most closely identify as a member?) Check one:

53% 1 White American

19 2 Black American

5 3 Native American (Indian American, First American)

0 4 Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)

0 5 Asian American (for example, Chinese, Japanese, Korean)

7 6 Other. Please specify: _____

17% NA

* Same as Questionnaire I, Item 9

Each entry is the % of 59 respondents reporting a case with the indicated characteristic.

Appendix A-2 (continued): Elementary Aides

One Case-Study Example of Your Work

Please describe your actions in resolving one actual student-student or student-teacher conflict this year. Try to select the conflict example which shows your most effective conflict-resolving work.
80%-presented case as requested; 3%-omitted important detail; 7%-described a type of case, but not a specific example; 9%-left page blank

(65-66) a. Describe the conflict before you took action:

Behaviors alleged to be part of conflict:
42%-Fighting or assault
19%-Acting out or disruptive behavior, not elsewhere codable
17%-Name-calling
14%-General or unspecified adjustment problem (e.g., "personality clash"; "not getting along" in school or with others, etc.)
10%-Teasing or harassment (e.g., "put down")
10%-Refusal to obey school authority

20%-Conflict allegedly caused in part by negative racial/ethnic attitudes

Actors in conflict, before Aide helped:
85%-Students as individuals
22%-Teachers
12%-Students in a group or gang

Setting(s), when conflict started (specified by 54% of respondents):
22%-Bus
20%-Classroom
14%-School grounds

(67-68) b. What did you then do?

Initial actions Aide took to resolve conflict:
58%-Talked to at least one of actors separately
48%-Talked to actors together
39%-Involved non-actors (staff, parents, students) in conflict resolution
24%-Informed parents
19%-Informed other school staff
15%-Used physical force or restraint
14%-Investigated circumstances of conflict
12%-Arranged a "cooling off" period, during which attempt was made to calm actors
12%-Took actors to school authorities
12%-Made special arrangements for a meeting of main actors, in cases where more than 2 actors involved

(69-70) c. How did the conflict end and what happened to the participants in the conflict?

Events during and after conflict resolution:
27%-Actors expressed reconciliation (apologized, agreed to avoid further conflict)
17%-Aide followed-up actors to be sure further conflict would not occur
12%-Actors' environment was changed (e.g., change in seat, class, bus, school)
10%-Actors were disciplined by school authorities (e.g., suspension, detention, reprimand, isolation in "time-out" room

(71-72) d. Why do you feel this example shows effective conflict-resolving work?

Evidence suggesting conflict was resolved:
58%-Behaviors involved in conflict now clearly improved (e.g., better school work, less acting out)
15%-Actors seen in positive social interaction (e.g., playing, working together, friendly talking)

Other features of conflict's resolution:
17%-Improved relationship (more communication, involvement) between parents and school
12%-Case shows exemplary teamwork among Aide and school staff in resolving conflict
12%-Case shows improved interracial attitudes, less prejudice

(73-79) Blank
(80) 2

N=23 respondents
Entries on questionnaire are %'s of 23, except as noted. NA=not ascertained

Appendix A-3: Secondary Aides

Minneapolis Public Schools
ESAA Desegregation Counselor Aide Questionnaire I

N.B. Only those open-ended responses made by 10% or more respondents are reported here.

(6-8) How many hours a week do you work with pay as a Counselor Aide? Write your answer in the boxes below:

[ ][ ] . [ ] (For example, if you work 37½ hours per week, you would write [3][7] . [5]. If you work 20 hours per week, you would write [2][0] . [0]. Etc.)

Mean=37.3 hrs.
Standard deviation=1.3 hrs.
N=18

(9) What type of school do you work in? Check one:

___1 An elementary school with grades K-3
___2 An elementary school with grades 4-6
___3 An elementary school with grades K-6
74 4 A junior high school
26 5 A senior high school
___6 Other. Please specify: _____

Your Role as a Desegregation Counselor Aide

Listed below are some activities that Desegregation Counselor Aides might perform.
a. For each separate activity, please indicate how often you have performed the activity this year so far.
b. Then, for each major group of activities, please write the total number of hours you have spent on these activities each week this year, on the average.

Activities this year	a. How often have you performed this activity this year so far? (Check one answer for each activity)	b. For each major group of activities--Write the total number of hours you have spent on these activities each week this year, on the average. (Round ½ hour to 1 hour; round less than ½ hour to 0 hours)
A. Activities emphasizing work with students (main emphasis is contact with students, although others besides students may be present) How often have you--		
Talked with students about serious personal or school problems?	(10) 78 1 Often; 13 2 Sometimes; 9 3 Seldom; 0 4 Never NA	
Talked with a group of students involved in a racial fight or name-calling incident?	(11) 26 1 Often; 39 2 Sometimes; 13 3 Seldom 22%; 0 4 Never NA	
Caught students breaking school rules (e.g., smoking, fighting, truancy) and reported them to school authorities?	(12) 52 1 Often; 30 2 Sometimes; 9 3 Seldom 9%; 0 4 Never NA	
Monitored the halls and cafeteria?	(13) 87 1 Often; 4 2 Sometimes; 0 3 Seldom 9%; 0 4 Never NA	
"Rapped" or had friendly talks with students about "things in general" but not serious problems?	(14) 78 1 Often; 13 2 Sometimes; 0 3 Seldom 9%; 0 4 Never NA	
Worked with a group of students in your school on a regular basis (for example, a Student Advisory Committee or friendship group)? Please name and describe the group if necessary: _____ 52%-ESAA Student Advisory Committee	(15) 65 1 Often; 26 2 Sometimes; 0 3 Seldom 9%; 0 4 Never NA	How many hours each week this year have you spent on these activities emphasizing Work with Students? (21-22) [ ][ ] hours each week. Mean=27.3 hrs. Standard deviation=10.0 hrs. N=17
Ridden the busses?	(16) 30 1 Often; 17 2 Sometimes; 17 3 Seldom 13%; 22 4 Never NA	
Observed a class to understand why students were having school problems?	(17) 30 1 Often; 48 2 Sometimes; 13 3 Seldom 9%; 0 4 Never NA	
Helped a teacher in the classroom as a teacher's assistant?	(18) 9 1 Often; 17 2 Sometimes; 52 3 Seldom 13%; 9 4 Never NA	
Taken over or monitored classes while a teacher was absent?	(19) 0 1 Often; 30 2 Sometimes; 39 3 Seldom 13%; 17 4 Never NA	
Worked with students in other ways? Please explain: 44%-Monitor special events (e.g., field trips, athletic contests, social events); 13%-Other work	(20) 35 1 Often; 26 2 Sometimes; 0 3 Seldom 35%; 4 4 Never NA	

Activities this year (continued)	a. How often have you performed this activity this year so far? (Check one answer for each activity)	b. For each major group of activities--Write the total number of hours you have spent on these activities each week this year, on the average. (Round ½ hour to 1 hour; round less than ½ hour to 0 hours)

B. Activities emphasizing work with parents (main emphasis is on contact with parents, although others besides parents may be present)
How often have you--

Visited the homes of school parents?	(23) 22% 1 Often 30 2 Sometimes 17 3 Seldom 9% 22 4 Never NA	
Phoned school parents about their children or other school matters?	(24) 44% 1 Often 35 2 Sometimes 13 3 Seldom 9% 0 4 Never NA	
Attended a small conference in school when a parent discussed his/her child's problems?	(25) 30% 1 Often 44 2 Sometimes 9 3 Seldom 13% 4 4 Never NA	
Attended a meeting of school parents when the ESAA Counselor Aide or Reading Programs were discussed? Please name the parent group(s) and describe the meeting(s): 13%-PTA or school council meeting	(26) 4% 1 Often 17 2 Sometimes 17 3 Seldom 17% 44 4 Never NA	How many hours each week this year have you spent on these activities emphasizing Work with Parents? (29-30) ☐☐ hours each week Mean=3.9 hrs. Standard deviation=2.9 hrs. N=16
Worked with a group of school parents that meets on a regular basis? Please name the group and describe the group's activities: 13%-Group other than PTA, school council, or parents' club	(27) 9% 1 Often 13 2 Sometimes 22 3 Seldom 9% 48 4 Never NA	
Worked with parents in other ways? Please explain: Not coded (too few original answers; most fit existing categories)	(28) 13% 1 Often 39 2 Sometimes 13 3 Seldom 17% 17 4 Never NA	

C. Activities emphasizing work with other adults on the school staff (main emphasis is on contact with staff adults, although others besides staff adults may be present)
How often have you--

Talked with teachers about their problems getting along with students?	(31) 48% 1 Often 35 2 Sometimes 0 3 Seldom 13% 4 4 Never NA	
Talked with supportive staff (for example, school counselors, school social workers, other aides who work with students, school psychologist, etc.) about student problems? Please give the job titles of supportive staff you have worked with this year: 48%-School social worker; 48%-School counselor; 22%-School psychologist; 22%-Other aides; 35%-Other	(32) 78% 1 Often 9 2 Sometimes 0 3 Seldom 13% 0 4 Never NA	How many hours each week this year have you spent on these activities emphasizing Work with other Adults on the School Staff? (36-37) ☐☐ hours each week Mean=5.3 hrs. Standard deviation=2.2 hrs. N=16
Talked with school administrators (principal or assistant principal) about student problems?	(33) 74% 1 Often 9 2 Sometimes 4 3 Seldom 13% 0 4 Never NA	
Attended meetings of any school-wide "Student Support Team" or similar team which meets regularly to plan help for students with problems?	(34) 22% 1 Often 35 2 Sometimes 17 3 Seldom 13% 13 4 Never NA	
Worked with other adults on the school staff in other ways? Please explain: Not coded (too few original answers; most fit existing categories)	(35) 48% 1 Often 22 2 Sometimes 4 3 Seldom 17% 9 4 Never NA	

Appendix A-3 (continued): Secondary Aides

Activities this year (continued)	a. How often have you performed this activity this year so far? (Check one answer for each activity)	b. For each major group of activities--Write the total number of hours you have spent on these activities each week this year, on the average. (Round ½ hour to 1 hour; round less than ½ hour to 0 hours)
D. Activities emphasizing work with agencies and persons in the community outside school (main emphasis is on contact with community persons, although others besides community persons may be present) How often have you--		
Attended a meeting of any community, neighborhood, or church organization where the ESAA Counselor Aide or Reading Programs were discussed? Please name the organization(s) and describe the meeting(s): Not coded (too few answers)	(38) 4% 1 Often 13 2 Sometimes 22 3 Seldom 9% 52 4 Never NA	
Gone to a public or private social welfare agency (for example, County Welfare, Court Services, family counseling, medical clinic, etc.) to help a student in your school? Please name the social welfare agencies: Not coded (too few answers)	(39) 9% 1 Often 17 2 Sometimes 26 3 Seldom 9% 39 4 Never NA	How many hours each week this year have you spent on these activities emphasizing Work with Agencies and Persons in the Community? (42-43) ☐☐ hours each week Mean=1.9 hrs. Standard deviation=1.7 hrs. N=17
Gone to court with a student in your school?	(40) 4% 1 Often 13 2 Sometimes 9 3 Seldom 3% 65 4 Never NA	
Worked with agencies or persons in the community in other ways? Please explain: Not coded (too few original answers; most fit existing categories)	(41) 13% 1 Often 22 2 Sometimes 4 3 Seldom 30% 30 4 Never NA	
E. Conference activities, other than any listed above, which involve more or less equal participation by you and persons in two or more of the following roles: student, parent, school staff, or community person.		How many hours each week this year have you spent on these Conference Activities Involving Equal Participation by You and Persons in Two or More Other Roles? (45-46) ☐☐ hours each week Mean=1.5 hrs. Standard deviation=1.3 hrs. N=14
How often have you participated in such a conference? Please describe the participants and purpose for any such conference(s): Not coded (too few answers)	(44) 22% 1 Often 30 2 Sometimes 4 3 Seldom 39% 4 4 Never NA	
F. Paper Work and Clerical Work How often have you--		
Written an ESAA daily log?	(47) 74% 1 Often 0 2 Sometimes 17 3 Seldom 9% 0 4 Never NA	How many hours each week this year have you spent on this Paper Work and Clerical Work? (50-51) ☐☐ hours each week Mean=3.3 hrs. Standard deviation=2.2 hrs. N=17
Worked on school attendance record-keeping?	(48) 26% 1 Often 9 2 Sometimes 13 3 Seldom 17% 35 4 Never NA	
Done other clerical work for the school (for example, typing, record keeping, mimeographing, etc.)?	(49) 9% 1 Often 30 2 Sometimes 17 3 Seldom 17% 26 4 Never NA	

Finally, please total the estimated hours (in the boxes) you spent each week on all your activities. This total should be within a few hours of the weekly number of hours you work with pay as a Counselor Aide (p. 1). If the two totals do not agree, please explain why (perhaps you work some hours without pay):

22%-Attend some meetings on own time
17%-Work with students on own time (not school social or athletic events)

Thank you.

Secondary Aides work an average (mean) of 8.8 hrs. per week without pay on activities related to the Counselor Aide role (standard deviation=9.8 hrs., N=9). Over half the secondary Aides (N=14) did not provide information to compute total hours of paid and unpaid work.

N=23 respondents
Entries on questionnaire are %'s of 23, except as noted. NA=not ascertained

Appendix A-4: Secondary Aides

Minneapolis Public Schools
ESAA Desegregation Counselor Aide Questionnaire II

Return to:
Paul Higgins (Tel. 348-6140)
Research and Evaluation Dept.
Minneapolis Public Schools
807 N. E. Broadway
Minneapolis, MN 55413

Your Job

(6) How much do you enjoy your work as a Desegregation Counselor Aide? Check one:

61% 1 Very greatly
13 2 Greatly
4 3 Somewhat
0 4 Slightly
0 5 Not at all — 22% NA

(7) How clear is your understanding of your duties and responsibilities as a Desegregation Counselor Aide in the school where you work? Check one:

48% 1 Extremely clear understanding
26 2 Very clear understanding
4 3 Moderately clear understanding
0 4 Slightly clear understanding
0 5 Understanding not clear at all — 22% NA

(8) Do you have a written job description for your work as a Desegregation Counselor Aide?

65% 1 Yes
13 2 No — 22% NA

(9-11) If you answered "Yes" to Item (8), please give the title of the person(s) who wrote the job description(s):

22%-ESAA administrator; 65% did not give the title of a person

(12) Has anyone in school tried to limit your freedom to do counseling with students or staff?

9% 1 Yes
70 2 No — 22% NA

(13-14) If you answered "Yes" to (12), please explain any attempt to limit your freedom to do counseling:

91% did not answer

You have been asked to prepare a log, describing for each day your activities as a Desegregation Counselor Aide.

(15) Do you know how your log is used after you turn it in?

30% 1 Yes
48 2 No — 22% NA

(16) In your opinion should Desegregation Counselor Aides write a daily log (as you did this year)?

44% 1 Yes
30 2 No — 26% NA

(17) Are there periods of time during the school day when you have no duties to perform, even though you are on the job?

13% 1 Yes
65 2 No — 22% NA

If you answered "No" to (17), then skip to (24).
If you answered "Yes" to (17),

(18-21) What is the total amount of time each day when you have no duties to perform? Fill in the blanks below:

About _____ hours and _____ minutes each day.

96% did not answer; 1 answer of "1 hour"

If you answered "Yes" to (17), then--

(22-23) What would you like to be doing in your school during this time when you have no duties to perform? Explain below:

96% did not answer

(24) Are you dissatisfied in any other way with any of the conditions of your employment? (For example, are you dissatisfied with Civil Service regulations or pay scales? Or do you have any beefs or gripes with your employer over working conditions, hours, duties, etc.)

22% 1 Yes
57 2 No — 22% NA

(25-26) If you answered "Yes" to (24), please explain any dissatisfaction

83% did not answer

Your Training

You have had several training sessions, both before and during the school year, to prepare you for work as a Desegregation Counselor Aide.

(27) How valuable were these training sessions to you?

17% 1 Extremely valuable
22 2 Moderately valuable
30 3 Slightly valuable
9 4 Not at all valuable — 22% NA
0 5 I missed all the training sessions

(28) Can you suggest any ways these training sessions might be improved?

26% 1 Yes
39 2 No — 35% NA

(29-30) If you answered "Yes" to (28), what are your suggestions?

26%-Miscellaneous suggestions, none offered by 10% or more respondents (e.g., provide more training in communications skills; discuss problems specific to a particular school, etc.)
74% did not answer

47

Appendix A-4 (continued): Secondary Aides

Your Help for Students with Problems

Listed below are some types of problems students can have.
For each type of problem, please answer both Question A and Question B.

Type of Problem	Questions: In your school during this school year (1974-75) so far-- A. How often did students have this type of problem, which you personally tried to help solve? (Check one answer for each problem type)	B. What proportion of these problem cases which you personally tried to help solve were caused in part by negative racial attitudes? (Check one answer for each problem type)
Name-calling or "bad-mouthing" among students.	(31) 57% 5 Once a day or more 17 4 Once every 2-4 days 26% 0 3 About once a week NA 0 2 Once every 2-4 weeks 0 1 Less than once a month 0 0 Never this year so far	(42) 9% 5 More than half of these problem cases 4 4 About half... 26% 44 3 Less than half... NA 17 2 None... 0 1 I did not try to solve one of these cases.
Fighting among students.	(32) 17% 5 Once a day or more 26 4 Once every 2-4 days 26% 4 3 About once a week NA 13 2 Once every 2-4 weeks 13 1 Less than once a month 0 0 Never this year so far	(43) 4% 5 More than half of these problem cases 17 4 About half... 26% 35 3 Less than half... NA 17 2 None... 0 1 I did not try to solve one of these cases.
Extortion: Students used threat to force other students to hand over money or other personal possessions.	(33) 0% 5 Once a day or more 13 4 Once every 2-4 days 26% 17 3 About once a week NA 0 2 Once every 2-4 weeks 26 1 Less than once a month 17 0 Never this year so far	(44) 22% 5 More than half of these problem cases 9 4 About half... 30% 22 3 Less than half... NA 17 2 None... 0 1 I did not try to solve one of these cases.
Student was having problems getting along with another student (other than those above). Please give example: _____	(34) 35% 5 Once a day or more 13 4 Once every 2-4 days 30% 9 3 About once a week NA 9 2 Once every 2-4 weeks 4 1 Less than once a month 0 0 Never this year so far	(45) 4% 5 More than half of these problem cases 22 4 About half... 30% 22 3 Less than half... NA 22 2 None... 0 1 I did not try to solve one of these cases.
Student had a problem getting along with a teacher.	(35) 26% 5 Once a day or more 13 4 Once every 2-4 days 26% 22 3 About once a week NA 4 2 Once every 2-4 weeks 9 1 Less than once a month 0 0 Never this year so far	(46) 13% 5 More than half of these problem cases 4 4 About half... 26% 30 3 Less than half... NA 26 2 None... 0 1 I did not try to solve one of these cases.
Student had a problem getting along with another adult in school (such as the principal, assistant principal, or a counselor)?	(36) 35% 5 Once a day or more 9 4 Once every 2-4 days 26% 13 3 About once a week NA 9 2 Once every 2-4 weeks 9 1 Less than once a month 0 0 Never this year so far	(47) 9% 5 More than half of these problem cases 13 4 About half... 26% 30 3 Less than half... NA 17 2 None... 4 1 I did not try to solve one of these cases.
Student broke some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)	(37) 65% 5 Once a day or more 9 4 Once every 2-4 days 26% 0 3 About once a week NA 0 2 Once every 2-4 weeks 0 1 Less than once a month 0 0 Never this year so far	(48) 13% 5 More than half of these problem cases 13 4 About half... 26% 22 3 Less than half... NA 26 2 None... 0 1 I did not try to solve one of these cases.
Student fears or dislikes school.	(38) 26% 5 Once a day or more 9 4 Once every 2-4 days 30% 22 3 About once a week NA 9 2 Once every 2-4 weeks 4 1 Less than once a month 0 0 Never this year so far	(49) 4% 5 More than half of these problem cases 9 4 About half... 26% 39 3 Less than half... NA 22 2 None... 0 1 I did not try to solve one of these cases.
Student was having problems with his/her family at home.	(39) 17% 5 Once a day or more 17 4 Once every 2-4 days 26% 22 3 About once a week NA 9 2 Once every 2-4 weeks 9 1 Less than once a month 0 0 Never this year so far	(50) 4% 5 More than half of these problem cases 17 4 About half... 35% 22 3 Less than half... NA 22 2 None... 0 1 I did not try to solve one of these cases.
Student came to school in a physically neglected condition (for example, hungry, inadequately dressed, sick).	(40) 17% 5 Once a day or more 9 4 Once every 2-4 days 26% 9 3 About once a week NA 22 2 Once every 2-4 weeks 9 1 Less than once a month 9 0 Never this year so far	(51) 0% 5 More than half of these problem cases 4 4 About half... 26% 26 3 Less than half... NA 39 2 None... 4 1 I did not try to solve one of these cases.
Student was having some other problem, not listed above. Please give example: _____	(41) 0% 5 Once a day or more 0 4 Once every 2-4 days 78% 4 3 About once a week NA 0 2 Once every 2-4 weeks 13 1 Less than once a month 4 0 Never this year so far	(52) 0% 5 More than half of these problem cases 0 4 About half... 70% 26 3 Less than half... NA 4 2 None... 0 1 I did not try to solve one of these cases.

Prejudice in Your School

(53) Do students in the school where you work show prejudice (unfair treatment or negative attitudes) toward students of races other than their own?

Check one answer:

9% 1 Yes, half or more of the students show this racial prejudice toward other students.

17 2 Yes, some students, but less than half, show this racial prejudice.

48 3 Yes, but only a few students show this racial prejudice.

0 4 No

0 5 I don't know 26% NA

(54-55) If you answered "Yes," give one example below of students showing racial prejudice toward other students:

22%-Informal groupings (e.g., in lunch-room) are segregated
17%-Name calling
48% did not answer

(56) Do adults in the school where you work show prejudice (unfair treatment or negative attitudes) toward students of races other than their own?

Check one answer:

9% 1 Yes, half or more of the adults show this racial prejudice toward students.

4 2 Yes, some adults, but less than half, show this racial prejudice.

17 3 Yes, but only a few adults show this racial prejudice.

39 4 No

4 5 I don't know 26% NA

(57-58) If you answered "Yes," give one example below of adults showing racial prejudice toward students:

22%-Miscellaneous examples, none offered by 10% or more respondents (e.g., teachers have "double standard," treating students differently because of race; teacher showed prejudice by physically or psychologically rejecting student; etc.)

Your General Suggestions

(59) Can you suggest any ways that the Desegregation Counselor Aide program in your school might be improved next year?

30% 1 Yes

48 2 No 22% NA

(60-61) If you answered "Yes," what are your suggestions?

13%-More involvement with, and understanding of, program by staff
74% gave no suggestions

Personal Information

* (62) What type of school do you work in? Check one:

___1 An elementary school with grades K-3

___2 An elementary school with grades 4-6

___3 An elementary school with grades K-6

___4 A junior high school

___5 A senior high school

___6 Other. Please specify: _____

(63) Your sex:

30% 1 Male

48 2 Female 22% NA

(64) Your racial/ethnic group. (With which of the following racial/ethnic groups do you most closely identify as a member?) Check one:

30% 1 White American

26 2 Black American

0 3 Native American (Indian American, First American)

4 4 Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)

0 5 Asian American (for example, Chinese, Japanese, Korean)

4 6 Other. Please specify: 35% NA

* Same as Questionnaire I, Item 9

Each entry is the % of 23 respondents reporting a case with the indicated characteristic

Appendix A-4 (continued): Secondary Aides

One Case-Study Example of Your Work

Please describe your actions in resolving one actual student-student or student-teacher conflict this year. Try to select the conflict example which shows your most effective conflict-resolving work.

57%-presented case as requested; 13%-omitted important detail; 30%-left page blank.

(65-66) a. Describe the conflict before you took action:

Behaviors alleged to be part of conflict

30%-Accusation or rumor

22%-General or unspecified adjustment problem (e.g., "personality clash,"; "not getting along" in school or with others, etc.)

17%-Fighting or assault

13%-Conflict allegedly caused in part by negative racial/ethnic attitudes

Actors in conflict, before Aide helped

70%-Students as individuals

26%-Teachers

Setting(s), when conflict started (specified by 44% of respondents)

26%-Classroom

13%-Cafeteria or lunchroom

(67-68) b. What did you then do?

Initial actions Aide took to resolve conflict

39%-Talked to actors together

30%-Talked to at least one of actors separately

22%-Investigated circumstances of conflict

17%-Informed parents

17%-Involved non-actors (staff, parents, students) in conflict resolution

13%-Took actors to school authorities

(69-70) c. How did the conflict end and what happened to the participants in the conflict?

Events during and after conflict resolution

13%-Actors' environment was changed (e.g., change in seat, class, bus, school)

13%-Actors expressed reconciliation (apologized, agreed to avoid further conflict)

(71-72) d. Why do you feel this example shows effective conflict-resolving work?

Evidence suggesting conflict was resolved

44%-Behaviors involved in conflict now clearly improved (e.g., better school work, less acting out)

Other features of conflict's resolution

Miscellaneous features, none named by 10% or more respondents (e.g., Improved relationship--more communication, involvement--between parents and school; case shows how quick action can prevent more serious conflict)

(73-79) Blank

(80) 2

Appendix B-1: Building Supervisors of Elementary Aides

N=28 respondents
Entries on questionnaire are %'s of 28, except as noted. NA=not ascertained

Minneapolis Public Schools
Questionnaire for Building Supervisor of ESAA Desegregation Counselor Aides

N.B. Only those open-ended responses made by 10% or more respondents are reported here.

Your School

(8) What type of school do you work in? Check one:

43% 1 An elementary school with grades K-3
25 2 An elementary school with grades 4-6
32 3 An elementary school with grades K-6
___ 4 A junior high school
___ 5 A senior high school
___ 6 Other. Please specify: _____

The Job Activities of Counselor Aides

Please list what you consider the three most important job activities ESAA Desegregation Counselor Aides now perform. Examples of such activities might include (a) Talking with students about serious personal or school problems, (b) Riding the buses, (c) Catching students who break school rules, (d) Phoning school parents about their children, etc., etc.

The two most frequent responses per item are listed below:

(9-10) The Counselor Aides' most important job activity is: 29%-Counseling about personal or school problems; 18%-Bus supervision; 7% did not answer

(11-12) The second most important job activity is:

32%-Communication with parents; 14%-Bus supervision; 11% did not answer

(13-14) The third most important job activity is:

25%-Bus supervision; 14%-Communication with parents; 11% did not answer

(15-16) In your opinion, what is the least important job activity Counselor Aides now perform:

29%-Clerical work, including daily log; 21%-Comment to effect that "no job of the Aide is unimportant"; 21% did not answer

(17) In your opinion, how clear is the understanding by your Desegregation Counselor Aides of their duties and responsibilities in your school? Check one:

21% 1 Extremely clear understanding
61 2 Very clear understanding
4 3 Moderately clear understanding
4 4 Slightly clear understanding
0 5 Understanding not clear at all 11% NA

(18) Is there a written job description for the work of the Desegregation Counselor Aides in your school?

75% 1 Yes
25 2 No
0 3 I don't know 0% NA

(19-22) If you answered "Yes" to (18), please name the person(s) who wrote the job description(s):

43%-ESAA administration
25%-Desegregation Aides
29%-Building administrator

(Some respondents named more than 1 person.)

If you answered "Yes" to (18), please attach a copy of any such job descriptions, if copies are available. Thank you.

Your Working Relationship with the Desegregation Counselor Aides

(23) How would you describe your working relationship with the ESAA Desegregation Counselor Aides you have supervised this year?

68% 1 Excellent
14 2 Very good
7 3 Good
4 4 Fair
0 5 Poor
0 6 Very poor 7% NA

(24) Can you suggest any ways to improve your working relationship with the ESAA Desegregation Counselor Aides you have supervised this year?

29% 1 Yes
64 2 No 7% NA

(25-29) If you answered "Yes" to (24), what are your suggestions?

11%-More communication between Aide and building supervisor (weekly meetings, etc.)
11%-Clarification and revision of Aides' job description
11%-Other suggestions
71% made no suggestions

Please answer questions on other side of this page--

Appendix B-1 (continued): Building Supervisors of Elementary Aides

Problems Your Students Have

Listed below are some types of problems students in your school can have. The ESAA Desegregation Counselor Aide Program was designed, in part, to prevent or solve such problems among students. For each type of problem, please answer both Question A and Question B.

Type of Problem	Questions: In your school during this school year (1974-75) so far-- A. How often did students have this type of problem, on the average? (Check one answer for each problem type.)	B. What proportion of these problem cases were caused in part by negative racial attitudes? (Check one answer for each problem type.)
Name-calling or "bad-mouthing" among students.	(30) 54% 5 Once a day or more 32 4 Once every 2-4 days 7% 4 3 About once a week NA 4 2 Once every 2-4 weeks 0 1 Less than once a month 0 0 Never this year so far	(41) 4% 5 More than half of these problem cases 14 4 About half... 7% 71 3 Less than half... NA 4 2 None... 0 1 We have not had one of these cases.
Fighting among students.	(31) 39% 5 Once a day or more 36 4 Once every 2-4 days 11% 11 3 About once a week NA 4 2 Once every 2-4 weeks 0 1 Less than once a month 0 0 Never this year so far	(42) 4% 5 More than half of these problem cases 7 4 About half... 11% 71 3 Less than half... NA 7 2 None... 0 1 We have not had one of these cases.
Extortion: Students used threat to force other students to hand over money or other personal possessions.	(32) 4% 5 Once a day or more 0 4 Once every 2-4 days 7% 11 3 About once a week NA 14 2 Once every 2-4 weeks 61 1 Less than once a month 4 0 Never this year so far	(43) 4% 5 More than half of these problem cases 4 4 About half... 14% 36 3 Less than half... NA 43 2 None... 0 1 We have not had one of these cases.
Student was having problems getting along with another student (other than those above). Please give example: _____	(33) 50% 5 Once a day or more 21 4 Once every 2-4 days 18% 0 3 About once a week NA 7 2 Once every 2-4 weeks 0 1 Less than once a month 4 0 Never this year so far	(44) 0% 5 More than half of these problem cases 11 4 About half... 18% 29 3 Less than half... NA 18 2 None... 4 1 We have not had one of these cases.
Student had a problem getting along with a teacher.	(34) 18 5 Once a day or more 18 4 Once every 2-4 days 11% 29 3 About once a week NA 11 2 Once every 2-4 weeks 14 1 Less than once a month 0 0 Never this year so far	(45) 0% 5 More than half of these problem cases 4 4 About half... 14% 50 3 Less than half... NA 32 2 None... 0 1 We have not had one of these cases.
Student had a problem getting along with another adult in school (such as the principal, assistant principal, or a counselor)?	(35) 11% 5 Once a day or more 7 4 Once every 2-4 days 7% 25 3 About once a week NA 18 2 Once every 2-4 weeks 21 1 Less than once a month 11 0 Never this year so far	(46) 0% 5 More than half of these problem cases 0 4 About half... 11% 46 3 Less than half... NA 36 2 None... 7 1 We have not had one of these cases.
Student broke some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)	(36) 43 5 Once a day or more 29 4 Once every 2-4 days 7% 4 3 About once a week NA 18 2 Once every 2-4 weeks 0 1 Less than once a month 0 0 Never this year so far	(47) 0% 5 More than half of these problem cases 4 4 About half... 11% 25 3 Less than half... NA 61 2 None... 0 1 We have not had one of these cases.
Student fears or dislikes school.	(37) 11% 5 Once a day or more 14 4 Once every 2-4 days 7% 7 3 About once a week NA 14 2 Once every 2-4 weeks 39 1 Less than once a month 7 0 Never this year so far	(48) 0% 5 More than half of these problem cases 4 4 About half... 11% 36 3 Less than half... NA 43 2 None... 7 1 We have not had one of these cases.
Student was having problems with his/her family at home.	(38) 21% 5 Once a day or more 14 4 Once every 2-4 days 7% 14 3 About once a week NA 14 2 Once every 2-4 weeks 29 1 Less than once a month 0 0 Never this year so far	(49) 4% 5 More than half of these problem cases 0 4 About half... 14% 29 3 Less than half... NA 54 2 None... 0 1 We have not had one of these cases.
Student came to school in a physically neglected condition (for example, hungry, inadequately dressed, sick).	(39) 29% 5 Once a day or more 4 4 Once every 2-4 days 11% 29 3 About once a week NA 0 2 Once every 2-4 weeks 25 1 Less than once a month 4 0 Never this year so far	(50) 0% 5 More than half of these problem cases 0 4 About half... 18% 21 3 Less than half... NA 57 2 None... 4 1 We have not had one of these cases.
Student was having some other problem, not listed above. Please give example: _____	(40) 11% 5 Once a day or more 14 4 Once every 2-4 days 57% 4 3 About once a week NA 4 2 Once every 2-4 weeks 7 1 Less than once a month 4 0 Never this year so far	(51) 0% 5 More than half of these problem cases 0 4 About half... 57% 18 3 Less than half... NA 18 2 None... 7 1 We have not had one of these cases.

Appendix B-1 (continued): Building Supervisors of Elementary Aides

(52) Please look at the types of problems students can have as listed on Page 2. How rate the total contribution of your Desegregation Counselor Aides to the prevention or solution of such problems in your school in 1974-75. Check one:

32% 1 Extremely great contribution
25 2 Very great contribution
25 3 Great contribution
7 4 Moderate contribution
4 5 Slight contribution
0 6 Very slight contribution
0 7 No contribution at all 7% NA

(53-54) If you wish, use the space below to explain or qualify your answer to Item (52):

32%-Miscellaneous answers, none offered by 10% or more respondents (e.g., Aides were "on the spot" when problems arose and could intervene immediately; Aides were vital to school functioning, etc.)
68% did not explain or qualify their answer

(55) Please look again at the problems listed on Page 2. Would you say such problems of students are more frequent or less frequent in your school during this school year (1974-75), compared to last year (1973-74)? Check one:

25% 1 Much more frequent this year than last year.
11 2 Somewhat more frequent this year...
4 3 Slightly more frequent this year...
0 4 No different in frequency this year and last year.
4 5 Slightly less frequent this year...
7 6 Somewhat less frequent this year...
14 7 Much less frequent this year... 36% NA

(56-57) If you wish, use the space below to explain or qualify your answer to Item (55):

18%-Wasn't at the school last year; can't judge
14%-First year of this school's current grade-level organization; can't judge
14%-Change in size or composition of student body caused an increase in frequency of problems
46% did not explain or qualify their answer

(58) How would you rate the total contribution of your Desegregation Counselor Aides to the prevention or reduction of racial prejudice in your school? (Racial prejudice is here defined as unfair treatment or unfair negative attitudes toward others because of their membership in a particular racial group.) Check one:

18% 1 Extremely great contribution
21 2 Very great contribution
18 3 Great contribution
14 4 Moderate contribution
14 5 Slight contribution
0 6 Very slight contribution 11% NA
0 7 No contribution at all
4 8 We have no racial prejudice in our school.

(59-60) If you wish, use the space below to explain or qualify your answer to Item (58):

36%-Miscellaneous answers, none offered by 10% or more respondents (e.g., Aides were able to frankly discuss problems). All other answers were unique.
64% did not explain or qualify their answer

(61) Do you think the ESAA Desegregation Counselor Aide Program should be continued next year?

96% 1 Yes
0 2 No 4% NA

(62) If you answered "Yes" to (61), do you think local Minneapolis Public School funds should be used to hire Desegregation Counselor Aides for your school if federal ESAA funds are no longer available?

79% 1 Yes
14 2 No 7% NA

(63) Can you suggest any ways that the Desegregation Counselor Aide Program in your school might be improved?

46% 1 Yes
39 2 No 14% NA

(64-67) If you answered "Yes" to (63), what are your suggestions?

43%-Miscellaneous suggestions, none offered by 10% or more respondents (e.g., more training for Aides in conflict resolution or counseling; Aides' responsibilities should be clarified or changed in some way--several such suggestions).
57% made no suggestions

Please answer other side of this page--

Each entry is the % of 28 respondents reporting a case with the indicated characteristic

Appendix B-1 (continued): Building Supervisors of Elementary Aides

One Case-Study Example of a Desegregation Counselor Aide's Work

Please describe a Desegregation Counselor Aide's actions in resolving one actual student-student or student-teacher conflict this year. Try to select the conflict example which shows the most effective conflict-resolving work this year by an Aide (or two or more Aides working together).

50%-presented case as requested; 18%-omitted important detail; 7%-described a type of case, but not a specific example; 25%-left page blank

(68-69) a. Describe the conflict before the Aide took action?

Behaviors alleged to be part of conflict:
43%-Fighting or assault
14%-Threat
14%-Acting out or disruptive behavior, other than above

Actors in conflict, before Aide helped:
71%-Students as individuals
11%-Students in a group or gang
11%-Bus driver

Setting(s), when conflict started (specified by 36% of respondents):
25%-Bus

(70-71) b. What did the Aide then do?

Initial actions Aide took to resolve conflict:
54%-Talked to actors together
43%-Informed parents
32%-Involved non-actors (staff, parents, students) in conflict resolution
25%-Informed other school staff
21%-Talked to at least one of actors separately
14%-Used physical force or restraint
11%-Informed building administrator
11%-Investigated circumstances of conflict

(72-73) c. How did the conflict end and what happened to the participants in the conflict?

Events during and after conflict resolution:
39%-Actors expressed reconciliation (e.g., apologized, agreed to avoid further conflict)
14%-Aide followed-up actors to be sure further conflict would not occur

(74-75) d. Why do you feel this example shows effective conflict-resolving work by an Aide?

Evidence suggesting conflict was resolved:
54%-Behaviors involved in conflict now clearly improved (e.g., better school work, less acting out)

Other features of conflict's resolution:
18%-Improved relationship (more communication, involvement) between parents and school

(76-79) Blank
(80) 1

N=11 respondents. Entries on questionnaire are frequencies. Percents, though unstable for these small N's, are reported so as to provide information comparable to that on other questionnaires in Appendices A and B. NA=not ascertained

Appendix B-2: Building Supervisors of Secondary Aides

Minneapolis Public Schools
Questionnaire for Building Supervisor of ESAA Desegregation Counselor Aides

N.B. Only those open-ended responses made by 10% or more respondents are reported here.

Your School

(8) What type of school do you work in? Check one:

___1 An elementary school with grades K-3
___2 An elementary school with grades 4-6
___3 An elementary school with grades K-6
___4 A junior high school
8(73%) 5 A senior high school
3(27) 6 Other. Please specify: _____

The Job Activities of Counselor Aides

Please list what you consider the three most important job activities ESAA Desegregation Counselor Aides now perform. Examples of such activities might include (a) Talking with students about serious personal or school problems, (b) Riding the buses, (c) Catching students who break school rules, (d) Phoning school parents about their children, etc., etc.

The 2 most frequent responses per item are listed below:

(9-10) The Counselor Aides' most important job activity is: 6(55%)-Counseling about personal or school problems; 2(18)-Relating to, or being a friend to, students

(11-12) The second most important job activity is:

2(18%)-Bus supervision; 2(18)-Supervision of halls, lunchroom, grounds; 2(18)-Liaison between school and home; 2(18)-Communication with parents

(13-14) The third most important job activity is:

3(27%)-Supervision of halls, lunchroom, grounds; 2(18)-Counseling about personal or school problems; 2(18)-Relating to, or being a friend to, students

(15-16) In your opinion, what is the least important job activity Counselor Aides now perform:

2(18%)-Supervision of halls, lunchroom, grounds; 2(18)-Clerical work, including daily log; 2(18)-Comment to effect that "no job of the Aide is unimportant"; 2(18) did not answer

(17) In your opinion, how clear is the understanding by your Desegregation Counselor Aides of their duties and responsibilities in your school? Check one:

4(36%) 1 Extremely clear understanding
5(46) 2 Very clear understanding
2(18) 3 Moderately clear understanding
0 ___4 Slightly clear understanding
0 ___5 Understanding not clear at all 0 NA

(18) Is there a written job description for the work of the Desegregation Counselor Aides in your school?

8(73%) 1 Yes
2(18) 2 No
1(9) 3 I don't know 0 NA

(19-22) If you answered "Yes" to (18), please name the person(s) who wrote the job description(s):

4(36%)-ESAA administration
3(27)-Building administrator
2(18)-Desegregation Aides

(Some respondents named more than 1 person.)

If you answered "Yes" to (18), please attach a copy of any such job descriptions, if copies are available. Thank you.

Your Working Relationship with the Desegregation Counselor Aides

(23) How would you describe your working relationship with the ESAA Desegregation Counselor Aides you have supervised this year?

5(46%) 1 Excellent
4(36) 2 Very good
2(18) 3 Good
0 ___4 Fair
0 ___5 Poor
0 ___6 Very poor 0 NA

(24) Can you suggest any ways to improve your working relationship with the ESAA Desegregation Counselor Aides you have supervised this year?

6(55%) 1 Yes
5(46) 2 No

(25-29) If you answered "Yes" to (24), what are your suggestions?

3(27%)-More communication between Aide and building supervisor (weekly meetings, etc.)
2(18)-Clarification and revision of Aides' job description
2(18)-Other suggestions
5(46%) made no suggestions

Please answer questions on other side of this page--

Appendix B-2 (continued): Building Supervisors of Secondary Aides

Problems Your Students Have

Listed below are some types of problems students in your school can have. The ESAA Desegregation Counselor Aide Program was designed, in part, to prevent or solve such problems among students. For each type of problem, please answer both Question A and Question B.

Type of Problem	Questions: In your school during this school year (1974-75) so far-- A. How often did students have this type of problem, on the average? (Check one answer for each problem type.)	B. What proportion of these problem cases were caused in part by negative racial attitudes? (Check one answer for each problem type.)
Name-calling or "bad-mouthing" among students.	(306 (55) 5 Once a day or more 2 (18) 4 Once every 2-4 days 0 2 (18) 3 About once a week NA 0 2 Once every 2-4 weeks 1 (9) 1 Less than once a month 0 0 Never this year so far	(420 5 More than half of these problem cases 3 (27) 4 About half... 0 8 (73) 3 Less than half... NA 0 2 None... 0 1 We have not had one of these cases.
Fighting among students.	(311 (9) 5 Once a day or more 1 (9) 4 Once every 2-4 days 0 5 (46) 3 About once a week NA 3 (27) 2 Once every 2-4 weeks 1 (9) 1 Less than once a month 0 0 Never this year so far	(430 5 More than half of these problem cases 1 (9) 4 About half... 0 8 (73) 3 Less than half... NA 2 (18) 2 None... 0 1 We have not had one of these cases.
Extortion: Students used threat to force other students to hand over money or other personal possessions.	(320 5 Once a day or more 3 (27) 4 Once every 2-4 days 0 1 (9) 3 About once a week NA 1 (9) 2 Once every 2-4 weeks 5 (46) 1 Less than once a month 1 (9) 0 Never this year so far	(433 (27) 5 More than half of these problem cases 1 (9) 4 About half... 1(9%) 4 (36) 3 Less than half... NA 1 (9) 2 None... 1 (9) 1 We have not had one of these cases.
Student was having problems getting along with another student (other than those above). Please give example: _____	(332 (18) 5 Once a day or more 2 (18) 4 Once every 2-4 days 1(9%) 3 (27) 3 About once a week NA 2 (18) 2 Once every 2-4 weeks 1 (9) 1 Less than once a month 0 Never this year so far	(440 5 More than half of these problem cases 2 (18) 4 About half... 1(9%) 8 (73) 3 Less than half... NA 0 2 None... 0 1 We have not had one of these cases.
Student had a problem getting along with a teacher.	(343 (27) 5 Once a day or more 1 (9) 4 Once every 2-4 days 0 4 (36) 3 About once a week NA 2 (18) 2 Once every 2-4 weeks 1 (9) 1 Less than once a month 0 Never this year so far	(450 5 More than half of these problem cases 1 (9) 4 About half... 2(18%) 6 (55) 3 Less than half... NA 2 (18) 2 None... 0 1 We have not had one of these cases.
Student had a problem getting along with another adult in school (such as the principal, assistant principal, or a counselor)?	(352 (18) 5 Once a day or more 0 4 Once every 2-4 days 1(9%) 2 (18) 3 About once a week NA 3 (27) 2 Once every 2-4 weeks 3 (27) 1 Less than once a month 0 Never this year so far	(460 5 More than half of these problem cases 0 4 About half... 1(9%) 7 (64) 3 Less than half... NA 3 (27) 2 None... 0 1 We have not had one of these cases.
Student broke some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)	(367 (64) 5 Once a day or more 1 (9) 4 Once every 2-4 days 0 2 (18) 3 About once a week NA 1 (9) 2 Once every 2-4 weeks 0 1 Less than once a month 0 0 Never this year so far	(471 (9) 5 More than half of these problem cases 1 (9) 4 About half... 1(9%) 1 (9) 3 Less than half... NA 7 (64) 2 None... 1 We have not had one of these cases.
Student fears or dislikes school.	(372 (18) 5 Once a day or more 1 (9) 4 Once every 2-4 days 0 4 (36) 3 About once a week NA 2 (18) 2 Once every 2-4 weeks 2 (18) 1 Less than once a month 0 0 Never this year so far	(481 (9) 5 More than half of these problem cases 1 (9) 4 About half... 1(9%) 4 (36) 3 Less than half... NA 4 (36) 2 None... 0 1 We have not had one of these cases.
Student was having problems with his/her family at home.	(382 (18) 5 Once a day or more 0 4 Once every 2-4 days 1(9%) 4 (36) 3 About once a week NA 2 (18) 2 Once every 2-4 weeks 2 (18) 1 Less than once a month 0 0 Never this year so far	(490 5 More than half of these problem cases 0 4 About half... 2(18%) 4 (36) 3 Less than half... NA 5 (46) 2 None... 0 1 We have not had one of these cases.
Student came to school in a physically neglected condition (for example, hungry, inadequately dressed, sick).	(391 (9) 5 Once a day or more 0 4 Once every 2-4 days 1(9%) 2 (18) 3 About once a week NA 1 (9) 2 Once every 2-4 weeks 4 (36) 1 Less than once a month 2 (18) 0 Never this year so far	(500 5 More than half of these problem cases 0 4 About half... 3(27%) 2 (18) 3 Less than half... NA 5 (46) 2 None... 1 (9) 1 We have not had one of these cases.
Student was having some other problem, not listed above. Please give example: _____	(400 5 Once a day or more 0 4 Once every 2-4 days 8(73%) 1 (9) 3 About once a week NA 1 (9) 2 Once every 2-4 weeks 1 (9) 1 Less than once a month 0 0 Never this year so far	(510 5 More than half of these problem cases 0 4 About half... 8(73%) 0 3 Less than half... NA 3 (27) 2 None... 0 1 We have not had one of these cases.

Appendix B-2 (continued): Building Supervisors of Secondary Aides

(52) Please look at the types of problems students can have as listed on Page 2. How rate the total contribution of your Desegregation Counselor Aides to the prevention or solution of such problems in your school in 1974-75. Check one:

1(9%) 1 Extremely great contribution
4(36) 2 Very great contribution
3(27) 3 Great contribution
2(18) 4 Moderate contribution
0 ___ 5 Slight contribution
0 ___ 6 Very slight contribution
0 ___ 7 No contribution at all
1(9%) NA

(53-54) If you wish, use the space below to explain or qualify your answer to Item (52):

2(18%)- Miscellaneous answers (Aides were of great help with busses; Aides were often unable to follow-up problems)

9(82%) did not explain or qualify their answer

(55) Please look again at the problems listed on Page 2. Would you say such problems of students are more frequent or less frequent in your school during this school year (1974-75), compared to last year (1973-74)? Check one:

0 ___ 1 Much more frequent this year than last year.
1(9%) 2 Somewhat more frequent this year...
1(9) 3 Slightly more frequent this year...
1(9) 4 No different in frequency this year and last year.
2(18) 5 Slightly less frequent this year...
3(27) 6 Somewhat less frequent this year...
1(9) 7 Much less frequent this year...

(56-57) If you wish, use the space below to explain or qualify your answer to Item (55):

3(27%)-Miscellaneous answers (Wasn't at the school last year--can't judge; problems more frequent than last year only at beginning of this year)

8(73%) did not explain or qualify their answer

(58) How would you rate the total contribution of your Desegregation Counselor Aides to the prevention or reduction of racial prejudice in your school? (Racial prejudice is here defined as unfair treatment or unfair negative attitudes toward others because of their membership in a particular racial group.) Check one:

0 ___ 1 Extremely great contribution
3(27%) 2 Very great contribution
6(55) 3 Great contribution
1(9) 4 Moderate contribution
0 ___ 5 Slight contribution
0 ___ 6 Very slight contribution
0 ___ 7 No contribution at all
0 ___ 8 We have no racial prejudice in our school.
1(9%) NA

(59-60) If you wish, use the space below to explain or qualify your answer to Item (58):

2(18%)-Miscellaneous answers (Aides worked effectively with Student Advisory Committee; Can't judge the Aides' effect on resolution of racial problems)

9(82%) did not explain or qualify their answer

(61) Do you think the ESAA Desegregation Counselor Aide Program should be continued next year?

10(91%) Yes
0 ___ 2 No
1(9%) NA

(62) If you answered "Yes" to (61), do you think local Minneapolis Public School funds should be used to hire Desegregation Counselor Aides for your school if federal ESAA funds are no longer available?

10(91%) 1 Yes
0 ___ 2 No
1(9%) NA

(63) Can you suggest any ways that the Desegregation Counselor Aide Program in your school might be improved?

6(55%) 1 Yes
4(36) 2 No
1(9%) NA

(64-67) If you answered "Yes" to (63), what are your suggestions?

2(18%)-Aides should have more contact with others (e.g., supervisor, students, staff, parents, community)

3(27%)-Miscellaneous suggestions (more training for Aides--for example, in counseling or conflict resolution; School staff need to better understand Aides' role; within each school, Aides representing both racial minorities and whites should be hired)

6(55%) made no suggestions

Please answer other side of this page--

Each entry is the number of respondents reporting a case with the indicated characteristic (the corresponding %'s of 11 respondents are also presented)

Appendix B-2 (continued): Building Supervisors of Secondary Aides

One Case-Study Example of a Desegregation Counselor Aide's Work

Please describe a Desegregation Counselor Aide's actions in resolving one actual student-student or student-teacher conflict this year. Try to select the conflict example which shows the most effective conflict-resolving work this year by an Aide (or two or more Aides working together).

8(73%)-presented case as requested; 3(27%)-left page blank

(68-69) a. Describe the conflict before the Aide took action:

Behaviors alleged to be part of conflict:
3(27%)-Fighting or assault
2(18%)-Accusation or rumor
2(18%)-Attendance problem (class-cutting or truancy)
3(27%)-Conflict allegedly caused in part by negative racial/ethnic attitudes

Actors in conflict, before Aide helped:
7(64%)-Students as individuals
3(27%)-Teachers

Setting(s), when conflict started (specified by 3 or 27% of respondents):
2(18%)-Classroom

(70-71) b. What did the Aide then do?

Initial actions Aide took to resolve conflict:
7(64%)-Talked to at least one of actors separately
5(45%)-Talked to actors together
3(27%)-Informed parents
3(27%)-Investigated circumstances of conflict
3(27%)-Involved non-actors (staff, parents, students) in conflict resolution

(72-73) c. How did the conflict end and what happened to the participants in the conflict?

Events during and after conflict resolution:
4(36%)-Actors expressed reconciliation (e.g., apologized, agreed to avoid further conflict)
2(18%)-Actors' environment was changed (e.g., change in seat, class, bus, school)

(74-75) d. Why do you feel this example shows effective conflict-resolving work by an Aide?

Evidence suggesting conflict was resolved:
4(36%)-Behaviors involved in conflict now clearly improved (e.g., better school work, less acting out)

Other features of conflict's resolution:
Miscellaneous features, none named by more than 1 respondent (e.g., case shows Aide's unique ability to establish cooperative relationship between home and school; case shows improved interracial relations, less prejudice)

(76-79) Blank

(80) 1

Appendix C-1: Junior-High-Age Students, All Four Schools (Total sample with White and Black racial groups weighted back to their original grade-within-school-among-schools proportions)

N=819 respondents
Entries on questionnaire are %'s of 819 except as noted

Minneapolis Public Schools
ESAA Secondary Student Questionnaire

NA=not ascertained

Dear Student,
Please help us by answering these questions about your life in school and about the Desegregation Counselor Aide Program in your school. You see that we do not ask your name, so your answers are anonymous. Thank You.

The first questions are about your two Desegregation Counselor Aides, _____.

Your answers to these questions are confidential and will not be seen by the Aides or anyone who hires the Aides.

(1) How often have you met and talked with _____ this year?
Write a check (X) in the blank next to your one best answer:

62% 1. Never
15 2. 1 or 2 times this year
6 3. 3 to 5 times this year
4 4. 6 to 10 times this year
8 5. Over 10 times, but not every day I'm in school
3 6. Every day I'm in school 1% NA

(2) How often have you met and talked with _____ this year?
Check one:

61% 1. Never
18 2. 1 or 2 times this year
8 3. 3 to 5 times this year
5 4. 6 to 10 times this year
5 5. Over 10 times, but not every day I'm in school
3 6. Every day I'm in school 1% NA

(3) How often have you met and talked with _____ this year? Only School 1, among sample schools, had 3 Aides. Entries here are %'s of those 207 answering question.
Check one:

56% 1. Never
15 2. 1 or 2 times this year
9 3. 3 to 5 times this year
3 4. 6 to 10 times this year
8 5. Over 10 times, but not every day I'm in school
9 6. Every day I'm in school

(4) How often have you met and talked with _____ this year? No sample school had 4 Aides.
Check one:

____1. Never
____2. 1 or 2 times this year
____3. 3 to 5 times this year
____4. 6 to 10 times this
____5. Over 10 times, but not every day I'm in school
____6. Every day I'm in school

Your Talks with Desegregation Aides

If you have met and talked with one of these _____ Desegregation Counselor Aides this year, which of the following things did you talk about? If you have never talked with a Desegregation Aide, skip to question 19.

Did you talk about--

(5) A problem you were having getting along with another student? 0% NA — 13% 1. Yes; 88 2. No

(6) A problem you were having getting along with a teacher? 0% NA — 12% 1. Yes; 89 2. No

(7) A problem you were having getting along with another adult in school (such as the principal, assistant principal, or a counselor)? 0% NA — 8% 1. Yes; 92 2. No

(8) A problem you were having at home? 0% NA — 4% 1. Yes; 96 2. No

(9) A problem you were having with your school work? 0% NA — 10% 1. Yes; 90 2. No

(10) A fight between you and one or more other students? 0% NA — 12% 1. Yes; 88 2. No

(11) A problem you had with some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)? 0% NA — 11% 1. Yes; 89 2. No

(12) Some other problem, not listed above? If you answered "Yes," please tell what types of problems you talked about in the space below: 0% NA — 9% 1. Yes; 91 2. No

(13) "Things in general," but not not problems? In other words, did you ever have a friendly talk or "rap session" with a Desegregation Aide? 0% NA — 38% 1. Yes; 62 2. No

(14) How would you rate the overall helpfulness of the Aides in solving the problems checked in questions 5-13?

13% 1. Very helpful
27 2. Helpful
9 3. Slightly helpful
6 4. Not at all helpful 46% NA

N.B. For open-ended Questions (15-16), (17-18), (31), and (32), entries are %'s of the usable answers that show the indicated characteristic, according to the content analysis categories used. On each question, only those categories used with a relative frequency of 4% or more will be reported here.

(15-16) If you have ever talked with an Aide about a problem--What was the most serious problem you ever talked over with a Desegregation Aide? Skip to question 19 if you've never discussed a problem with a Desegregation Aide.

9% (N=76) respondents provided a usable answer; 86% left space blank; 5% provided an uncodable answer (i.e., too short or inappropriate)

N.B. Entries below are %'s of the 76 usable problem-cases showing the indicated characteristic.

Fighting or physical-force aspects of the problem:

32%-Fighting or hitting
4 -Threat of fighting or hitting
4 -Extortion
4 -Pushing or shoving (e.g., "butting" into line, of persons)
1 -All other categories
55 -No physical force evident

Other behavior allegedly involved in the problem:

10%-Ingesting a controlled substance (can include smoking, drinking, drugs)
7 -Minor problems for which Aide's help requested
6 -Throwing food
4 -Name-calling or swearing
4 -Teasing or harassment
11 -Problem poorly specified
26 -All other categories
32 -No behavior other than physical force

Actors involved in the problem besides respondent:

26%-Students as individuals
19 -Students in a group or gang
21 -All other categories
34 -Actors not specified

Setting(s), when problem started:

14%-Bus
9 -Cafeteria or lunchroom
6 -Classroom
17 -School, but poorly specified
13 -All other categories
41 -Setting unspecified

(17-18) If you answered question (15-16), what did the Desegregation Aide do to try and help you?

9% (69) usable answers; 87% blanks; 4% uncodable answers

N.B. Entries below are %'s of the 69 usable answers showing the indicated aspect of help by Aide.

Aide's actions:

45%-Talked to at least one of actors separately
32 -Effected a concrete change in behavior or circumstances (e.g., stopped fight, changed seat, provided a material service, helped organize an event)
17 -Talked to actors together

Verbal style used by Aide in attempting to help student with problem:

23%-Directive, gave advice or warnings
4 -Nondirective, listened to actors' feelings, views
1 -Both directive and nondirective
18 -Other style or no verbal behavior
54 -Can't code verbal style

Appendix C-1: All Four Schools (continued)

N.B. Content categories for open-ended parts of Questions (31) and (32) have been abbreviated. See text for fuller description of categories.

Your Opinions

(19) How much do you approve that students of different races and neighborhoods attend your school? Check the one sentence that best shows your own opinion:

15% 1. Strongly approve
34 2. Approve
12 3. Slightly approve
15 4. Neutral or undecided
6 5. Slightly disapprove
5 6. Disapprove
9 7. Strongly disapprove — 3% NA

(20) How much do you personally enjoy meeting and talking with students of races other than your own?

29% 1. Very much
40 2. Somewhat
22 3. Slightly
7 4. Not at all — 2% NA

(21) How much do you think students at your school enjoy meeting and talking with students of races other than your own?

12% 1. Very much
53 2. Somewhat
23 3. Slightly
10 4. Not at all — 2% NA

(22) How much do you think adults at your school (for example, teachers, counselors, principals, assistant principals, secretaries, custodians and others) enjoy meeting and talking with adults of races other than their own?

41% 1. Very much
41 2. Somewhat
10 3. Slightly
5 4. Not at all — 3% NA

Your Friends

Think of your 7 best friends here at school. Write numbers in the boxes to indicate your answers to each question: M=mean(average); s.d.=standard deviation N=number of students=789

How many of these 7 friends are--

M	s.d.		
4.7	2.4	(23)	☐ White American?
1.9	2.3	(24)	☐ Black American?
.2	.6	(25)	☐ Native American (Indian)?
.1	.3	(26)	☐ Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)?
.1	.3	(27)	☐ Asian American (for example, Chinese, Japanese, Korean)?
0	.2	(28)	☐ Other race or ethnic group? Please specify the group: _____

How many of these 7 friends are--

M	s.d.		
3.3	2.5	(29)	☐ Male?
3.7	2.5	(30)	☐ Female?

More Opinions

(31) Do students in this school show prejudice (unfair treatment or negative attitudes) toward students of races other than their own? Check one answer:

24% 1. Yes, half or more of the students show this racial prejudice toward other students.
27 2. Yes, some students, but less than half, show this racial prejudice.
18 3. Yes, but only a few students show this racial prejudice.
9 4. No
19 5. I don't know — 2% NA

If you answered "Yes," describe some actual happening (that you saw or were involved in) in which students showed racial prejudice toward other students. 41%(338) usables; 57% blanks; 2% uncodables

Physical force aspects: 40%-Fighting 14%-Pushing 5%-Other 41%-No force

Other behaviors: 22%-Name calling 11%-Teasing 10%-Social isolation 8%-Poorly specified 18%-Other 31%-None

Setting(s): 9%-Hall 17%-Other or poorly spec. 74%-Unspecified

Race showing prejudice: 49%-Unspecified 5%-White 30%-Black 17%-Both White & Black

Prejudice shown by: 27%-Group(s) 14%-Individuals 59%-Can't tell

Evidence for prejudice: 44%-Detailed example 25%-Strongly implied 14%-Racial group mentioned 18%-Implied because question was answered

(32) Do adults in this school show prejudice (unfair treatment or negative attitudes) toward students of races other than their own? Check one answer:

7% 1. Yes, half or more of the adults show this racial prejudice toward students.
7 2. Yes, some adults, but less than half, show this racial prejudice.
22 3. Yes, but only a few adults show this racial prejudice.
39 4. No
24 5. I don't know — 2% NA

If you answered "Yes," give one example below of adults showing racial prejudice toward students:

19%(156) usables; 79% blanks; 2% uncodables

Physical force aspects: 95%-No force 5%-Other

Other behaviors: 32%-Different discipline 27%-Poorly specified 8%-Unfair grading 33%-Other

Settings: 18%-Classroom 4%-Hall 38%-Other or poorly spec. 40%-Unspecified

Race showing prejudice: 71%-Unspecified 12%-White to other 10%-Black to other 6%-All other categories

Occupation of adult showing prejudice: 47%-Teacher 42%-Unspecified 5%-Administrator 6%-Other

Evidence for prejudice: 67%-Detailed example 13%-Strongly implied 3%-Racial group mentioned 17%-Implied because question was answered

Appendix C-1: All Four Schools (continued)

Unpleasant Incidents This Year

Please indicate whether any of the following things have happened to you this year in your school, or on the way to or from school.

SO FAR THIS YEAR:

HAVE YOU BEEN CALLED A NAME.....(answer both)

- By a student of your own racial group? — 67% 1. Yes; 3% NA (33); 30 2. No
- By a student of another racial group? — 66% 1. Yes; 4% NA (34); 30 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN THREATENED WITH HARM.....(answer both)

- By a student of your own racial group? — 24% 1. Yes; 4% NA (35); 72 2. No
- By a student of another racial group? — 38% 1. Yes; 4% NA (36); 58 2. No

SO FAR THIS YEAR:

HAVE YOU EVER BEEN PUSHED, HIT, OR ATTACKED.....(answer both)

- By a student of your own racial group? — 34% 1. Yes; 4% NA (37); 62 2. No
- By a student of another racial group? — 49% 1. Yes; 3% NA (38); 48 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN FORCED UNDER THREAT TO HAND OVER MONEY OR SOMETHING ELSE BELONGING TO YOU.....(answer both)

- By a student of your own racial group? — 6% 1. Yes; 3% NA (39); 91 2. No
- By a student of another racial group? — 21% 1. Yes; 3% NA (40); 76 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN GRADED UNFAIRLY ON A REPORT CARD, BIG ASSIGNMENT, OR TEST.....(answer both)

- By a teacher of your own racial group? — 32% 1. Yes; 4% NA (41); 65 2. No
- By a teacher of another racial group? — 23% 1. Yes; 5% NA (42); 72 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN TREATED UNFAIRLY IN CLASS IN SOME OTHER WAY.....(answer both)

- By a teacher of your own racial group? — 25% 1. Yes; 3% NA (43); 72 2. No
- By a teacher of another racial group? — 22% 1. Yes; 5% NA (44); 73 2. No

Some Personal Information We Need

(45-46) What grade are you in this year?

37% 7th grade
38 8th grade
25 9th grade
1% NA

(47) What is your sex?

44% 1 Male
52 2 Female
5% NA

(48) What is your race or ethnic group?

Please check the race or ethnic group you consider as your own: shown weighted back to original proportions

73% 1 White American
21 2 Black American
1 3 Native American (Indian American
.6% 4 Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)
5 Asian American (for example, Chinese, Japanese, Korean)
4% 6 Other. Please specify: NA

(49) What has been your average grade so far this year in the courses you have taken?

Check the letter below closest to your own average grade:

16% 1 A
43 2 B
33 3 C
3 4 D
0 5 F
5% NA
0 6 Other. Please describe or specify: _____
0 7 I have not received any grade this year.

Leave this space blank

___ (50) _____
___ (51) _____
___ (52) _____

Thank you very much for your help!

Research and Evaluation Department
May 1971

N=203 respondents after weight-back procedure. Entries on questionnaire are %'s of 203, except as noted

Appendix C-2: School 1 Students (White and Black racial groups have been weighted back to their original grade-within-school-among-schools proportions)

Minneapolis Public Schools

ESAA Secondary Student Questionnaire

NA=not ascertained

Dear Student,

Please help us by answering these questions about your life in school and about the Desegregation Counselor Aide Program in your school. You see that we do not ask your name, so your answers are anonymous. Thank You.

The first questions are about your two Desegregation Counselor Aides, _____.

Your answers to these questions are confidential and will not be seen by the Aides or anyone who hires the Aides.

(1) How often have you met and talked with _____ this year?

Write a check (X) in the blank next to your one best answer:

86% 1. Never
3 2. 1 or 2 times this year
3 3. 3 to 5 times this year
2 4. 6 to 10 times this year
6 5. Over 10 times, but not every day I'm in school
0 6. Every day I'm in school — 1% NA

(2) How often have you met and talked with _____ this year?
Check one:

80% 1. Never
14 2. 1 or 2 times this year
1 3. 3 to 5 times this year
3 4. 6 to 10 times this year
2 5. Over 10 times, but not every day I'm in school
1 6. Every day I'm in school — 0% NA

(3) How often have you met and talked with _____ this year?
Check one:

56% 1. Never
15 2. 1 or 2 times this year
9 3. 3 to 5 times this year
3 4. 6 to 10 times this year
7 5. Over 10 times, but not every day I'm in school
9 6. Every day I'm in school — 0% NA

(4) How often have you met and talked with _____ this year? No sample school had 4 Aides.
Check one:

____ 1. Never
____ 2. 1 or 2 times this year
____ 3. 3 to 5 times this year
____ 4. 6 to 10 times this
____ 5. Over 10 times, but not every day I'm in school
____ 6. Every day I'm in school

Your Talks with Desegregation Aides

If you have met and talked with one of these _____ Desegregation Counselor Aides this year, which of the following things did you talk about? If you have never talked with a Desegregation Aide, skip to question 19.

Did you talk about--

(5) A problem you were having getting along with another student? — 0% NA — 4% 1. Yes, 96 2. No

(6) A problem you were having getting along with a teacher? — 0% NA — 5% 1. Yes, 95 2. No

(7) A problem you were having getting along with another adult in school (such as the principal, assistant principal, or a counselor)? — 0% NA — 4% 1. Yes, 97 2. No

(8) A problem you were having at home? — 0% NA — 1% 1. Yes, 99 2. No

(9) A problem you were having with your school work? — 0% NA — 3% 1. Yes, 97 2. No

(10) A fight between you and one or more other students? — 0% NA — 5% 1. Yes, 95 2. No

(11) A problem you had with some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)? — 0% NA — 10% 1. Yes, 90 2. No

(12) Some other problem, not listed above? If you answered "Yes," please tell what types of problems you talked about in the space below: — 0% NA — 7% 1. Yes, 93 2. No

(13) "Things in general," but not not problems? In other words, did you ever have a friendly talk or "rap session" with a Desegregation Aide? — 0% NA — 38% 1. Yes, 62 2. No

(14) How would you rate the overall helpfulness of the Aides in solving the problems checked in questions 5-13?

5% 1. Very helpful
27 2. Helpful
6 3. Slightly helpful
2 4. Not at all helpful — 59% NA

Appendix C-2: School 1 Students
(continued)

N.B. For open-ended Questions (15-16), (17-18), (31), and (32), entries are %'s of the usable answers that show the indicated characteristic, according to the content analysis categories used. On each question, only those categories used with a relative frequency of 4% or more will be reported here.

(15-16) If you have ever talked with an Aide about a problem--What was the most serious problem you ever talked over with a Desegregation Aide? Skip to question 19 if you've never discussed a problem with a Desegregation Aide.

6% (N=12) respondents provided a usable answer; 94% left space blank.

N.B. Entries below are %'s of the 12 usable problem-cases showing the indicated characteristic.

Fighting or physical force aspects of the problem:
- 21%-Fighting or hitting
- 79 -No physical force evident

Other behavior allegedly involved in the problem:
- 50%-Ingesting a controlled substance (can include smoking, drinking, drugs)
- 29 -Problem poorly specified
- 21 -No behavior other than physical force

Actors involved in the problem besides respondent:
- 42%-Students in a group or gang
- 9 -All other categories
- 50 -Actors not specified

Setting(s), when problem started:
- 63%-Bus
- 8 -Cafeteria or lunchroom
- 21 -School, but poorly specified
- 9 -All other categories

(17-18) If you answered question (15-16), what did the Desegregation Aide do to try and help you?

5% (11) usable answers; 94% blanks; 1% uncodable answers.

N.B. Entries below are %'s of the 11 usable answers showing the indicated aspect of help by Aide.

Aide's actions:
- 32%-Talked to at least 1 of the actors separately
- 45 -Effected a concrete change in behavior or circumstances (e.g., stopped fight, changed seat, provided a material service, helped organize an event)

Verbal style used by Aide in attempting to help student with problem:
- 23%-Directive; gave advice or warnings
- 23 -Other style or no verbal behavior
- 55 -Can't code verbal style

Appendix C-2: School 1 Students
(continued)

N.B. Content categories for open-ended parts of Questions (31) and (32) have been abbreviated. See text for fuller description of categories.

Your Opinions

(19) How much do **you** approve that students of different races and neighborhoods attend your school? Check the one sentence that best shows your own opinion:

17% 1. Strongly approve
39 2. Approve
9 3. Slightly approve
21 4. Neutral or undecided
3 5. Slightly disapprove
7 6. Disapprove
4 7. Strongly disapprove — 0% NA

(20) How much do you **personally** enjoy meeting and talking with students of races other than your own?

27% 1. Very much
45 2. Somewhat
23 3. Slightly
3 4. Not at all — 1% NA

(21) How much do you think **students** at your school enjoy meeting and talking with students of races other than your own?

8% 1. Very much
65 2. Somewhat
16 3. Slightly
9 4. Not at all — 2% NA

(22) How much do you think **adults** at your school (for example, teachers, counselors, principals, assistant principals, secretaries, custodians and others) enjoy meeting and talking with **adults** of races other than their own?

34% 1. Very much
49 2. Somewhat
12 3. Slightly
3 4. Not at all — 2% NA

Your Friends

Think of your 7 best friends here at school. Write numbers in the boxes to indicate your answers to each question: M=mean (average), s.d.=standard deviation N=number of students=

How many of these 7 friends are--

M	s.d.		
5.3	2.2	(23)	White American?
1.4	2.1	(24)	Black American?
.1	.4	(25)	Native American (Indian)?
0	.2	(26)	Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)?
.1	.3	(27)	Asian American (for example, Chinese, Japanese, Korean)?
0	.2	(28)	Other race or ethnic group? Please specify the group: _____

How many of these 7 friends are--

M	s.d.		
3.0	2.3	(29)	Male?
4.0	2.3	(30)	Female?

More Opinions

(31) Do **students** in this school show prejudice (unfair treatment or negative attitudes) toward students of races other than their own? Check one answer:

21% 1. Yes, half or more of the students show this racial prejudice toward other students.
29 2. Yes, some students, but less than half, show this racial prejudice.
26 3. Yes, but only a few students show this racial prejudice.
11 4. No
12 5. I don't know — 1% NA

If you answered "Yes," describe some actual happening (that you saw or were involved in) in which students showed racial prejudice toward other students. 51% (104) usables; 47% blanks; 2% uncodables

Physical force aspects: 36%-Fighting 20%-Pushing 5%-Other 39%-No force

Other behaviors: 22%-Name calling 11%-teasing 5%-Loud arguing 9%-Social isolation 12%-Poorly specified 11%-Other 30%-None

Setting(s): 12%-Hall 11%-Other or poorly specified 70%-unspecified

Race showing prejudice: 57%-Unspecified 6%-White 17%-Black 20%-Both White & Black

Prejudice shown by: 29%-Group(s) 6%-Individuals 65%-Can't tell

Evidence for prejudice: 36%-Detailed example 49 -Strongly implied 3 -Racial group mentioned 12%-Implied because question was answered

(32) Do **adults** in this school show prejudice (unfair treatment or negative attitudes) toward students of races other than their own? Check one answer:

7% 1. Yes, half or more of the adults show this racial prejudice toward students.
5 2. Yes, some adults, but less than half, show this racial prejudice.
21 3. Yes, but only a few adults show this racial prejudice.
50 4. No
17 5. I don't know — 1% NA

If you answered "Yes," give one example below of adults showing racial prejudice toward students:

18% (37) usables; 81% blanks; 1%-uncodables

Physical force aspects: 100%-No force

Other behaviors: 48%-Different discipline 27 -Poorly specified 5 -Unfair grading 21 -Other

Settings: 22%-Classroom 19%-Other or poorly specified 59%-Unspecified

Race showing prejudice: 83%-Unspecified 7%-White to other 10%-White to White

Occupation of adult showing prejudice: 46%-Teacher 30%-Unspecified 17%-Administrator 7%-Other

Evidence for prejudice: 92%-Detailed example 3 -Strongly implied 5 -Implied because question was answered

Unpleasant Incidents This Year

Please indicate whether any of the following things have happened to you this year in your school, or on the way to or from school.

SO FAR THIS YEAR:

HAVE YOU BEEN CALLED A NAME.....(answer both)

- By a student of your own racial group? — 32% 1. Yes, 2% NA (33); 46 2. No
- By a student of another racial group? — 54% 1. Yes, 3% NA (34); 43 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN THREATENED WITH HARM.....(answer both)

- By a student of your own racial group? — 12% 1. Yes, 2% NA (35); 86 2. No
- By a student of another racial group? — 23% 1. Yes, 3% NA (36); 75 2. No

SO FAR THIS YEAR:

HAVE YOU EVER BEEN POUNDED, HIT, OR ATTACKED.....(answer both)

- By a student of your own racial group? — 22% 1. Yes, 2% NA (37); 75 2. No
- By a student of another racial group? — 35% 1. Yes, 2% NA (38); 63 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN FORCED UNDER THREAT TO HAND OVER MONEY OR SOMETHING ELSE BELONGING TO YOU.....(answer both)

- By a student of your own racial group? — 2% 1. Yes, 1% NA (39); 97 2. No
- By a student of another racial group? — 15% 1. Yes, 1% NA (40); 85 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN GRADED UNFAIRLY ON A REPORT CARD, BIG ASSIGNMENT, OR TEST.....(answer both)

- By a teacher of your own racial group? — 28% 1. Yes, 2% NA (41); 70 2. No
- By a teacher of another racial group? — 17% 1. Yes, 2% NA (42); 80 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN TREATED UNFAIRLY IN CLASS IN SOME OTHER WAY.....(answer both)

- By a teacher of your own racial group? — 17% 1. Yes, 1% NA (43); 82 2. No
- By a teacher of another racial group? — 11% 1. Yes, 2% NA (44); 87 2. No

Some Personal Information We Need

(45-46) What grade are you in this year?

___ 7th grade
___ 8th grade
100% 9th grade — 0% NA

(47) What is your sex?

38% 1 Male
58 2 Female — 4% NA

(48) What is your race or ethnic group?

Please check the race or ethnic group you consider as your own: shown weighted back to original proportions

81% 1 White American
17 2 Black American
0 3 Native American (Indian American
.5% 4 Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)
5 Asian American (for example, Chinese, Japanese, Korean)
1.5% 6 Other. Please specify: NA

(49) What has been your average grade so far this year in the courses you have taken?

Check the letter below closest to your own average grade:

18% 1 A
39 2 B
38 3 C
4 4 D
1 5 F — 1% NA
0 6 Other. Please describe or specify: ___
___ 7 I have not received any grade this year.

Leave this space blank

___ (50) ___
___ (51) ___
___ (52) ___

Thank you very much for your help!

Research and Evaluation Department
May 1975

N=169 respondents after weight-back procedure. Entries on questionnaire are %'s of 165, except as noted.

Appendix C-3: School 2 Students (Jordan) (White and Black racial groups have been weighted back to their original grade-within-school-among-schools proportions)

Minneapolis Public Schools

ESAA Secondary Student Questionnaire

NA=not ascertained

Dear Student,

Please help us by answering these questions about your life in school and about the Desegregation Counselor Aide Program in your school. You see that we do not ask your name, so your answers are anonymous. Thank You.

The first questions are about your two Desegregation Counselor Aides, _____.

Your answers to these questions are confidential and will not be seen by the Aides or anyone who hires the Aides.

(1) How often have you met and talked with _____ this year?

Write a check (X) in the blank next to your one best answer:

57% 1. Never
23 2. 1 or 2 times this year
9 3. 3 to 5 times this year
4 4. 6 to 10 times this year
4 5. Over 10 times, but not every day I'm in school
1 6. Every day I'm in school 3% NA

(2) How often have you met and talked with _____ this year?
Check one:

37% 1. Never
32 2. 1 or 2 times this year
13 3. 3 to 5 times this year
8 4. 6 to 10 times this year
7 5. Over 10 times, but not every day I'm in school
3 6. Every day I'm in school 1% NA

(3) How often have you met and talked with _____ this year? School 2 had only 2 Aides.
Check one:

_____1. Never
_____2. 1 or 2 times this year
_____3. 3 to 5 times this year
_____4. 6 to 10 times this year
_____5. Over 10 times, but not every day I'm in school
_____6. Every day I'm in school

(4) How often have you met and talked with _____ this year? No sample school had 4 Aides.
Check one:

_____1. Never
_____2. 1 or 2 times this year
_____3. 3 to 5 times this year
_____4. 6 to 10 times this
_____5. Over 10 times, but not every day I'm in school
_____6. Every day I'm in school

Your Talks with Desegregation Aides

If you have met and talked with one of these _____ Desegregation Counselor Aides this year, which of the following things did you talk about? If you have never talked with a Desegregation Aide, skip to question 19.

Did you talk about--

(5) A problem you were having getting along with another student? 0% NA — 24% 1. Yes, 76 2. No

(6) A problem you were having getting along with a teacher? 0% NA — 19% 1. Yes, 82 2. No

(7) A problem you were having getting along with another adult in school (such as the principal, assistant principal, or a counselor)? 0% NA — 12% 1. Yes, 88 2. No

(8) A problem you were having at home? 0% NA — 6% 1. Yes, 94 2. No

(9) A problem you were having with your school work? 0% NA — 17% 1. Yes, 83 2. No

(10) A fight between you and one or more other students? 0% NA — 24% 1. Yes, 76 2. No

(11) A problem you had with some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)? 0% NA — 15% 1. Yes, 85 2. No

(12) Some other problem, not listed above? If you answered "Yes," please tell what types of problems you talked about in the space below: 0% NA — 13% 1. Yes, 87 2. No

(13) "Things in general," but not not problems? In other words, did you ever have a friendly talk or "rap session" with a Desegregation Aide? 0% NA — 31% 1. Yes, 69 2. No

(14) How would you rate the overall helpfulness of the Aides in solving the problems checked in questions 5-13?

15% 1. Very helpful
29 2. Helpful
15 3. Slightly helpful
9 4. Not at all helpful 32% NA

N.B. For open-ended Questions (15-16), (17-18), (31), and (32), entries are %'s of the usable answers that show the indicated characteristic, according to the content analysis categories used. On each question, only those categories used with a relative frequency of 4% or more will be reported here.

(15-16) If you have ever talked with an Aide about a problem--What was the most serious problem you ever talked over with a Desegregation Aide? Skip to question 19 if you've never discussed a problem with a Desegregation Aide.

16% (N=26) respondents provided a usable answer; 79% left space blank; 6% provided an uncodable answer (i.e., too short or inappropriate).

N.B. Entries below are %'s of the 26 usable problem-cases showing the indicated characteristic.

Fighting or physical force aspects of the problem:
52%-Fighting or hitting
12 -All other categories
36 -No physical force evident

Other behavior allegedly involved in the problem:
9%-Rumor or accusation
6 -Teasing or harassment
5 -Name-calling or swearing
5 -Refusal to obey school authority
14 -Minor problems for which Aide's help was requested
10 -Problem poorly specified
9 -All other categories
43 -No behavior other than physical force

Actors involved in the problem besides respondent:
33%-Students as individuals
25 -Students in a group or gang
5 -Teacher
14 -All other categories
24 -Actors not specified

Setting(s), when problem started:
7%-Bus
9 -Classroom
5 -Hall
5 -School, but poorly specified
6 -All other categories
68 -Setting unspecified

(17-18) If you answered question (15-16), what did the Desegregation Aide do to try and help you?

16% (26) usable answers; 79% blank; 5% uncodable answers.

N.B. Entries below are %'s of the 26 usable answers showing the indicated aspect of help by Aide.

Aide's actions:
49%-Talked to at least 1 of the actors separately
26 -Effected a concrete change in behavior or circumstances (e.g., stopped fight, changed seat, provided a material service, helped organize an event)
24 -Talked to actors together

Verbal style used by Aide in attempting to help student with problem:
19%-Directive; gave advice or warnings
5 -Nondirective, listened to actors' feelings, views
2 -Both directive and nondirective
25 -Other style or no verbal behavior
50 -Can't code verbal style

Appendix C-3: School 2 Students
(continued)

N.B. Content categories for open-ended parts of Questions (31) and (32) have been abbreviated. See text for fuller description of categories.

Your Opinions

(19) How much do you approve that students of different races and neighborhoods attend your school? Check the one sentence that best shows your own opinion:

12% 1. Strongly approve
29 2. Approve
14 3. Slightly approve
15 4. Neutral or undecided
7 5. Slightly disapprove
5 6. Disapprove
4 7. Strongly disapprove 4% NA

(20) How much do you personally enjoy meeting and talking with students of races other than your own?

29% 1. Very much
36 2. Somewhat
21 3. Slightly
12 4. Not at all 2% NA

(21) How much do you think students at your school enjoy meeting and talking with students of races other than your own?

17% 1. Very much
39 2. Somewhat
28 3. Slightly
14 4. Not at all 3% NA

(22) How much do you think adults at your school (for example, teachers, counselors, principals, assistant principals, secretaries, custodians and others) enjoy meeting and talking with adults of races other than their own?

48% 1. Very much
33 2. Somewhat
10 3. Slightly
6 4. Not at all 4% NA

Your Friends

Think of your 7 best friends here at school. Write numbers in the boxes to indicate your answers to each question: M=mean (average); s.d.=standard deviation; N=number of students=

How many of these 7 friends are--

M	s.d.			
3.7	2.4	(23)	☐	White American?
2.7	2.5	(24)	☐	Black American?
.3	.7	(25)	☐	Native American (Indian)?
.2	.5	(26)	☐	Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)?
.1	.3	(27)	☐	Asian American (for example, Chinese, Japanese, Korean)?
0	0	(28)	☐	Other race or ethnic group? Please specify the group: _____

How many of these 7 friends are--

M	s.d.			
3.3	2.6	(29)	☐	Male?
3.7	2.6	(30)	☐	Female?

More Opinions

(31) Do students in this school show prejudice (unfair treatment or negative attitudes) toward students of races other than their own? Check one answer:

31% 1. Yes, half or more of the students show this racial prejudice toward other students.
22 2. Yes, some students, but less than half, show this racial prejudice.
11 3. Yes, but only a few students show this racial prejudice.
9 4. No
24 5. I don't know 2% NA

If you answered "Yes," describe some actual happening (that you saw or were involved in) in which students showed racial prejudice toward other students. 36% (59) usables; 63% blanks; 1% uncodables

Physical force aspects: 33%-Fighting 11%-Pushing 4%-Other 53%-No force

Other behaviors: 31%-Name calling 9%-Social isolation 8%-Teasing 4%-Dislike expressed 13%-Poorly specified 11%-Other 25%-None

Setting(s): 23%-Other or poorly specified 77%-Unspecified

Race showing prejudice: 47%-Unspecified 7%-White 34%-Black 12%-Both White & Black

Prejudice shown by: 19%-Group(s) 9%-Individuals 72%-Can't tell

Evidence for prejudice: 45%-Detailed example 22%-Strongly implied 10%-Racial group mentioned 22%-Implied because question was answered

(32) Do adults in this school show prejudice (unfair treatment or negative attitudes) toward students of races other than their own? Check one answer:

9% 1. Yes, half or more of the adults show this racial prejudice toward students.
8 2. Yes, some adults, but less than half, show this racial prejudice.
20 3. Yes, but only a few adults show this racial prejudice.
37 4. No
25 5. I don't know 2% NA

If you answered "Yes," give one example below of adults showing racial prejudice toward students:
16% (26) usables; 81% blanks: 4% uncodables

Physical force aspects: 100%-No force

Other behaviors: 30%-Different discipline 37%-Poorly specified 7%-Unfair grading 7%-Teasing 19%-Other

Settings: 25%-Classroom 7%-Gym 7%-Other or poorly specified 61%-Unspecified

Race showing prejudice: 92%-Unspecified 5%-White ot other 4%-White to White

Occupation of adult showing prejudice: 40%-Teacher 58%-Unspecified 2%-Other

Evidence for prejudice: 43%-Detailed example 26%-Strongly implied 0%-Racial group mentioned 31%-Implied because question was answered

Appendix C-3: School 2 Students
(continued)

Unpleasant Incidents This Year

Please indicate whether any of the following things have happened to you this year in your school, or on the way to or from school.

SO FAR THIS YEAR:

HAVE YOU BEEN CALLED A NAME.....(answer both)

- By a student of your own racial group? — 76% 1. Yes; 22 2. No; 3%NA (33)
- By a student of another racial group? — 69% 1. Yes; 27 2. No; 4%NA (34)

SO FAR THIS YEAR:

HAVE YOU BEEN THREATENED WITH HARM.....(answer both)

- By a student of your own racial group? — 26% 1. Yes; 70 2. No; 4%NA (35)
- By a student of another racial group? — 42% 1. Yes; 56 2. No; 2%NA (36)

SO FAR THIS YEAR:

HAVE YOU EVER BEEN PUSHED, HIT, OR ATTACKED.....(answer both)

- By a student of your own racial group? — 39% 1. Yes; 57 2. No; 4%NA (37)
- By a student of another racial group? — 49% 1. Yes; 48 2. No; 3%NA (38)

SO FAR THIS YEAR:

HAVE YOU BEEN FORCED UNDER THREAT TO HAND OVER MONEY OR SOMETHING ELSE BELONGING TO YOU.....(answer both)

- By a student of your own racial group? — 11% 1. Yes; 87 2. No; 2%NA (39)
- By a student of another racial group? — 23% 1. Yes; 75 2. No; 2%NA (40)

SO FAR THIS YEAR:

HAVE YOU BEEN GRADED UNFAIRLY ON A REPORT CARD, BIG ASSIGNMENT, OR TEST.....(answer both)

- By a teacher of your own racial group? — 31% 1. Yes; 66 2. No; 3%NA (41)
- By a teacher of another racial group? — 27% 1. Yes; 69 2. No; 4%NA (42)

SO FAR THIS YEAR:

HAVE YOU BEEN TREATED UNFAIRLY IN CLASS IN SOME OTHER WAY.....(answer both)

- By a teacher of your own racial group? — 27% 1. Yes; 69 2. No; 3%NA (43)
- By a teacher of another racial group? — 28% 1. Yes; 68 2. No; 4%NA (44)

Some Personal Information We Need

(45-46) What grade are you in this year?

- 49% 7th grade
- 51 8th grade
- 0 9th grade

0% NA

(47) What is your sex?

- 45% 1 Male
- 51 2 Female

4% NA

(48) What is your race or ethnic group?

Please check the race or ethnic group you consider as your own: shown weighted back to original proportions

- 59% 1 White American
- 35 2 Black American
- 2 3 Native American (Indian American
- 0% 4 Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)
- 5 Asian American (for example, Chinese, Japanese, Korean)
- 4% 6 Other. Please specify: NA

(49) What has been your average grade so far this year in the courses you have taken?

Check the letter below closest to your own average grade:

- 11% 1 A
- 46 2 B
- 36 3 C
- 2 4 D
- 0 5 F

4% NA

- 0 6 Other. Please describe or specify: _____
- ___ 7 I have not received any grade this year.

Leave this space blank

___ (50) _____

___ (51) _____

___ (52) _____

Thank you very much for your help!

Research and Evaluation Department
May 1975

70

N=211 respondents after weight-back procedure. Entries on questionnaire are %'s of 211, except as noted.

Appendix C-4: School 3 Students (White and Black racial groups have been weighted back to their original grade-within-school-among-schools proportions)

Minneapolis Public Schools

ESAA Secondary Student Questionnaire

NA=not ascertained

Dear Student,

Please help us by answering these questions about your life in school and about the Desegregation Counselor Aide Program in your school. You see that we do not ask your name, so your answers are anonymous. Thank You.

The first questions are about your two Desegregation Counselor Aides, _____.

Your answers to these questions are confidential and will not be seen by the Aides or anyone who hires the Aides.

(1) How often have you met and talked with _____ this year?

Write a check (X) in the blank next to your one best answer:

70% 1. Never
13 2. 1 or 2 times this year
3 3. 3 to 5 times this year
3 4. 6 to 10 times this year
7 5. Over 10 times, but not every day I'm in school
5 6. Every day I'm in school — 0% NA

(2) How often have you met and talked with _____ this year?
Check one:

68% 1. Never
11 2. 1 or 2 times this year
6 3. 3 to 5 times this year
4 4. 6 to 10 times this year
4 5. Over 10 times, but not every day I'm in school
7 6. Every day I'm in school — 0% NA

(3) How often have you met and talked with _____ this year? School 3 had only 2 Aides.
Check one:

___ 1. Never
___ 2. 1 or 2 times this year
___ 3. 3 to 5 times this year
___ 4. 6 to 10 times this year
___ 5. Over 10 times, but not every day I'm in school
___ 6. Every day I'm in school

(4) How often have you met and talked with _____ this year? No sample school had 4 Aides.
Check one:

___ 1. Never
___ 2. 1 or 2 times this year
___ 3. 3 to 5 times this year
___ 4. 6 to 10 times this
___ 5. Over 10 times, but not every day I'm in school
___ 6. Every day I'm in school

Your Talks with Desegregation Aides

If you have met and talked with one of these _____ Desegregation Counselor Aides this year, which of the following things did you talk about? If you have never talked with a Desegregation Aide, skip to question 19.

Did you talk about--

(5) A problem you were having getting along with another student? — 0% NA — 15% 1. Yes, 85 2. No

(6) A problem you were having getting along with a teacher? — 0% NA — 17% 1. Yes, 83 2. No

(7) A problem you were having getting along with another adult in school (such as the principal, assistant principal, or a counselor)? — 0% NA — 9% 1. Yes, 91 2. No

(8) A problem you were having at home? — 0% NA — 7% 1. Yes, 93 2. No

(9) A problem you were having with your school work? — 0% NA — 15% 1. Yes, 85 2. No

(10) A fight between you and one or more other students? — 0% NA — 10% 1. Yes, 90 2. No

(11) A problem you had with some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)? — 0% NA — 13% 1. Yes, 87 2. No

(12) Some other problem, not listed above? If you answered "Yes," please tell what types of problems you talked about in the space below: — 0% NA — 9% 1. Yes, 91 2. No

(13) "Things in general," but not not problems? In other words, did you ever have a friendly talk or "rap session" with a Desegregation Aide? — 0% NA — 31% 1. Yes, 69 2. No

(14) How would you rate the overall helpfulness of the Aides in solving the problems checked in questions 5-13?

17% 1. Very helpful
24 2. Helpful
7 3. Slightly helpful
4 4. Not at all helpful — 47% NA

Appendix C-4: School 3 Students
(continued)

N.B. For open-end Questions (15-16), (17-18), (31), and (32), entries are %'s of the usable answers that show the indicated characteristic, according to the content analysis categories used. On each question, only those categories used with a relative frequency of 4% or more will be reported here.

(15-16) If you have ever talked with an Aide about a problem--What was the most serious problem you ever talked over with a Desegregation Aide? Skip to question 19 if you've never discussed a problem with a Desegregation Aide.

8% (N=18) respondents provided a usable answer; 84% left space blank; 8% provided an uncodable answer (i.e., too short or inappropriate)

N.B. Entries below are %'s of the 18 usable problem-cases showing the indicated characteristic.

Fighting or physical force aspects of the problem:
10%-Fighting or hitting
10 -Extortion
14 -Pushing or shoving (e.g., "butting" into line of persons)
4 -Threat of fighting or hitting
62 -No physical force evident

Other behavior allegedly involved in the problem:
11%-Ingesting a controlled substance (can include smoking, drinking, drugs)
10 -Poor school work
7 -Teasing or harassment
7 -Shouting or loud arguing
41 -All other categories
24 -No behavior other than physical force

Actors involved in the problem besides respondent:
27%-Students as individuals
0 -Students in a group or gang
38 -All other categories
35 -Actors not specified

Setting(s), when problem started:
0%-Bus
6 -Cafeteria or lunchroom
10 -Classroom
22 -School, but poorly specified
11 -Home
17 -All other categories
34 -Setting unspecified

(17-18) If you answered question (15-16), what did the Desegregation Aide do to try and help you?

8% (16) usable answers; 89% blanks; 4% uncodable answers.

N.B. Entries below are %'s of the 16 usable answers showing the indicated aspect of help by Aide.

Aide's actions:
59%-Talked to at least 1 of the actors separately
29 -Effected a concrete change in behavior or circumstances (e.g., stopped fight, changed seat, provided a material service, helped organize an event)
17 -Talked to actors together

Verbal style used by Aide in attempting to help student with problem:
16%-Directive; gave advice or warnings
11 -Nondirective, listened to actors' feelings, views
0 -Both directive and nondirective
14 -Other style or no verbal behavior
60 -Can't code verbal style

Appendix C-4: School 3 Students (continued)

N.B. Content categories for open-ended parts of Questions (31) and (32) have been abbreviated. See text for fuller description of categories

Your Opinions

(19) How much do you approve that students of different races and neighborhoods attend your school? Check the one sentence that best shows your own opinion:

21% 1. Strongly approve
39 2. Approve
16 3. Slightly approve
12 4. Neutral or undecided
4 5. Slightly disapprove
2 6. Disapprove
3 7. Strongly disapprove — 4% NA

(20) How much do you personally enjoy meeting and talking with students of races other than your own?

36% 1. Very much
43 2. Somewhat
15 3. Slightly
5 4. Not at all — 2% NA

(21) How much do you think students at your school enjoy meeting and talking with students of races other than your own?

14% 1. Very much
57 2. Somewhat
21 3. Slightly
4 4. Not at all — 4% NA

(22) How much do you think adults at your school (for example, teachers, counselors, principals, assistant principals, secretaries, custodians and others) enjoy meeting and talking with adults of races other than their own?

48% 1. Very much
36 2. Somewhat
8 3. Slightly
4 4. Not at all — 5% NA

Your Friends

Think of your 7 best friends here at school. Write numbers in the boxes to indicate your answers to each question: M=mean (average), s.d.=standard deviation N=number of students=

How many of these 7 friends are--

M	s.d.		
4.1	2.3	(23)	White American?
2.3	2.4	(24)	Black American?
.4	.8	(25)	Native American (Indian)?
.1	.3	(26)	Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)?
.1	.4	(27)	Asian American (for example, Chinese, Japanese, Korean)?
.0	.2	(28)	Other race or ethnic group? Please specify the group: _____

How many of these 7 friends are--

M	s.d.		
3.2	2.5	(29)	Male?
3.8	2.5	(30)	Female?

More Opinions

(31) Do students in this school show prejudice (unfair treatment or negative attitudes) toward students of races other than their own? Check one answer:

21% 1. Yes, half or more of the students show this racial prejudice toward other students.
28 2. Yes, some students, but less than half, show this racial prejudice.
17 3. Yes, but only a few students show this racial prejudice.
6 4. No
23 5. I don't know — 5% NA

If you answered "Yes," describe some actual happening (that you saw or were involved in) in which students showed racial prejudice toward other students. 29% (61) usables; 70% blanks; 1% uncodables

Physical force aspects: 33%-Fighting 20%-Pushing 2%-Other 45%-No force

Other behaviors: 35%-Name calling 11%-Social isolation 11%-Teasing 2%-Poorly specified 16%-Other 25%-None

Setting(s): 11%-Cafeteria 8%-Hall 5%-Grounds 5%-Classroom 7%-Other or poorly specified 65%-Unspecified

Race showing prejudice: 45%-Unspecified 4%-White 28%-Black 23%-Both White & Black

Prejudice shown by: 31%-Group(s) 24%-Individuals 45%-Can't tell

Evidence for prejudice: 60%-Detailed example 9%-Strongly implied 15%-Racial group mentioned 16%-Implied because question was answered

(32) Do adults in this school show prejudice (unfair treatment or negative attitudes) toward students of races other than their own? Check one answer:

8% 1. Yes, half or more of the adults show this racial prejudice toward students.
7 2. Yes, some adults, but less than half, show this racial prejudice.
20 3. Yes, but only a few adults show this racial prejudice.
34 4. No
27 5. I don't know — 5% NA

If you answered "Yes," give one example below of adults showing racial prejudice toward students:
15% (31) usables; 82% blanks; 3% uncodables

Physical force aspects: 94%-No force 6%-Other

Other behaviors: 11%-Different discipline 42%-Poorly specified 15%-Unfair grading 26%-Other 7%-None

Setting(s): 16%-Classroom 8%-Hall 51%-Other or poorly specified 25%-Unspecified

Race showing prejudice: 77%-Unspecified 2%-White to other 15%-Black to other 7%-All other categories

Occupation of adult showing prejudice: 50%-Teacher 37%-Unspecified 7%-Teacher aide 6%-Other

Evidence for prejudice: 43%-Detailed example 23%-Strongly implied 3%-Racial group mentioned 31%-Implied because question was answered

Appendix C-4: School 3 Students
(continued)

Unpleasant Incidents This Year

Please indicate whether any of the following things have happened to you this year in your school, or on the way to or from school.

SO FAR THIS YEAR: HAVE YOU BEEN CALLED A NAME.....(answer both)

By a student of your own racial group?	70	1. Yes (33)
	27	2. No
	3% NA	
By a student of another racial group?	71	1. Yes (34)
	24	2. No
	5% NA	

SO FAR THIS YEAR: HAVE YOU BEEN THREATENED WITH HARM.....(answer both)

By a student of your own racial group?	30	1. Yes (35)
	64	2. No
	6% NA	
By a student of another racial group?	40	1. Yes (36)
	53	2. No
	7% NA	

SO FAR THIS YEAR: HAVE YOU EVER BEEN PUSHED, HIT, OR ATTACKED.....(answer both)

By a student of your own racial group?	35	1. Yes (37)
	60	2. No
	5% NA	
By a student of another racial group?	50	1. Yes (38)
	45	2. No
	6% NA	

SO FAR THIS YEAR: HAVE YOU BEEN FORCED UNDER THREAT TO HAND OVER MONEY OR SOMETHING ELSE BELONGING TO YOU.....(answer both)

By a student of your own racial group?	6	1. Yes (39)
	89	2. No
	6% NA	
By a student of another racial group?	22	1. Yes (40)
	72	2. No
	5% NA	

SO FAR THIS YEAR: HAVE YOU BEEN GRADED UNFAIRLY ON A REPORT CARD, BIG ASSIGNMENT, OR TEST.....(answer both)

By a teacher of your own racial group?	30	1. Yes (41)
	64	2. No
	6% NA	
By a teacher of another racial group?	27	1. Yes (42)
	67	2. No
	7% NA	

SO FAR THIS YEAR: HAVE YOU BEEN TREATED UNFAIRLY IN CLASS IN SOME OTHER WAY.....(answer both)

By a teacher of your own racial group?	23	1. Yes (43)
	72	2. No
	6% NA	
By a teacher of another racial group?	27	1. Yes (44)
		2. No
	6% NA	

Some Personal Information We Need

(45-46) What grade are you in this year?

51%	7th grade
46	8th grade
0	9th grade

0% NA

(47) What is your sex?

40%	1 Male
50	2 Female

10% NA

(48) What is your race or ethnic group?

Please check the race or ethnic group you consider as your own:

shown weighted back to original proportions

64%	1 White American
23	2 Black American
2	3 Native American (Indian American
2%	4 Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)
	5 Asian American (for example, Chinese, Japanese, Korean)
9%	6 Other. Please specify: NA

(49) What has been your average grade so far this year in the courses you have taken?

Check the letter below closest to your own average grade:

20%	1 A
42	2 B
25	3 C
2	4 D
0	5 F
0	6 Other. Please describe or specify: _____
	7 I have not received any grade this year.

9% NA

Leave this space blank

___ (50) _____

___ (51) _____

___ (52) _____

Thank you very much for your help!

Research and Evaluation Department
May 1975

N=240 respondents after weight-back procedure. Entries on questionnaire are %'s of 240, except as noted.

Appendix C-5: School 4 Students (White and Black racial groups have been weighted back to their original grade-within-school-among-schools proportions)

Minneapolis Public Schools

ESAA Secondary Student Questionnaire

NA=not ascertained

Dear Student,

Please help us by answering these questions about your life in school and about the Desegregation Counselor Aide Program in your school. You see that we do not ask your name, so your answers are anonymous. Thank You.

The first questions are about your two Desegregation Counselor Aides, _____.

Your answers to these questions are confidential and will not be seen by the Aides or anyone who hires the Aides.

(1) How often have you met and talked with _____ this year?

Write a check (✓) in the blank next to your one best answer:

39% 1. Never
23 2. 1 or 2 times this year
10 3. 3 to 5 times this year
6 4. 6 to 10 times this year
14 5. Over 10 times, but not every day I'm in school
6 6. Every day I'm in school 1% NA

(2) How often have you met and talked with _____ this year?

Check one:

56% 1. Never
17 2. 1 or 2 times this year
11 3. 3 to 5 times this year
6 4. 6 to 10 times this year
8 5. Over 10 times, but not every day I'm in school
2 6. Every day I'm in school 1% NA

(3) How often have you met and talked with _____ this year? School 4 had only 2 Aides.

Check one:

_____1. Never
_____2. 1 or 2 times this year
_____3. 3 to 5 times this year
_____4. 6 to 10 times this year
_____5. Over 10 times, but not every day I'm in school
_____6. Every day I'm in school

(4) How often have you met and talked with _____ this year? No sample school had 4 Aides.

Check one:

_____1. Never
_____2. 1 or 2 times this year
_____3. 3 to 5 times this year
_____4. 6 to 10 times this
_____5. Over 10 times, but not every day I'm in school
_____6. Every day I'm in school

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Your Talks with Desegregation Aides

If you have met and talked with one of these _____ Desegregation Counselor Aides this year, which of the following things did you talk about? If you have never talked with a Desegregation Aide, skip to question 19.

Did you talk about--

(5) A problem you were having getting along with another student? 0% NA
10% 1. Yes
90 2. No

(6) A problem you were having getting along with a teacher? 0% NA
8% 1. Yes
92 2. No

(7) A problem you were having getting along with another adult in school (such as the principal, assistant principal, or a counselor)? 0% NA
7% 1. Yes
93 2. No

(8) A problem you were having at home? 0% NA
2% 1. Yes
99 2. No

(9) A problem you were having with your school work? 0% NA
6% 1. Yes
94 2. No

(10) A fight between you and one or more other students? 0% NA
11% 1. Yes
89 2. No

(11) A problem you had with some school rule (such as smoking, wandering the hall, cutting class, truancy, etc.)? 0% NA
6% 1. Yes
94 2. No

(12) Some other problem, not listed above? If you answered "Yes," please tell what types of problems you talked about in the space below: 0% NA
7% 1. Yes
93 2. No

(13) "Things in general," but not not problems? In other words, did you ever have a friendly talk or "rap session" with a Desegregation Aide? 0% NA
50% 1. Yes
50 2. No

(14) How would you rate the overall helpfulness of the Aides in solving the problems checked in questions 5-13?

13% 1. Very helpful
27 2. Helpful
9 3. Slightly helpful
9 4. Not at all helpful 42% NA

Appendix C-5: School 4 Students
(continued)

N.B. For open-ended Questions (15-16), (17-18), (31), and (32), entries are %'s of the usable answers that show the indicated characteristic, according to the content analysis categories used. On each question, only those categories used with a relative frequency of 4% or more will be reported here.

(15-16) If you have ever talked with an Aide about a problem--what was the most serious problem you ever talked over with a Desegregation Aide? Skip to question 19 if you've never discussed a problem with a Desegregation Aide.

9% (N=21) respondents provided a usable answer; 84% left space blank; 7% provided an uncodable answer (i.e., too short or inappropriate)

N.B. Entries below are %'s of the 21 usable problem-cases showing the indicated characteristic.

Fighting or physical force aspects of the problem:
34%-Fighting or hitting
9 -Threat of fighting or hitting
58 -No physical force evident

Other behavior allegedly involved in the problem:
21%-Throwing food
7 -Name-calling or swearing
5 -Truancy
9 -Problem poorly specified
27 -All other categories
32 -No behavior other than physical force

Actors involved in the problem besides respondent:
29%-Students as individuals
16 -Students in a group or gang
18 -All other categories
36 -Actors not specified

Setting(s), when problem started:
9%-Bus
22 -Cafeteria or lunchroom
1 -Classroom
25 -School, but poorly specified
5 -All other categories
38 -Setting unspecified

(17-18) If you answered question (15-16), what did the Desegregation Aide do to try and help you?

7% (16) usable answers; 86% blanks; 7% uncodable answers

N.B. Entries below are %'s of the usable answers showing the indicated apsect of help by Aide.

Aide's actions:
32%-Talked to at least 1 of the actors separately
34 -Effected a concrete change in behavior or circumstances (e.g., stopped fight, changed seat, provided a material service, helped organize an event)
19 -Talked to actors together

Verbal style used by Aide in attempting to help student with problem:
35%-Directive; gave advice or warnings
0 -Nondirective, listened to actors' feelings, views
0 -Both directive and nondirective
10 -Other style or no verbal behavior
55 -Can't code verbal style

Appendix C-5: School 4 Students
(continued)

N.B. Content categories for open-ended parts of Questions (31) and (32) have been abbreviated. See text for fuller description of categories

Your Opinions

(19) How much do you approve that students of different races and neighborhoods attend your school? Check the one sentence that best shows your own opinion:

10% 1. Strongly approve
29 2. Approve
12 3. Slightly approve
14 4. Neutral or undecided
9 5. Slightly disapprove
7 6. Disapprove
16 7. Strongly disapprove — 3% NA

(20) How much do you personally enjoy meeting and talking with students of races other than your own?

24% 1. Very much
38 2. Somewhat
27 3. Slightly
10 4. Not at all — 1% NA

(21) How much do you think students at your school enjoy meeting and talking with students of races other than your own?

10% 1. Very much
48 2. Somewhat
29 3. Slightly
13 4. Not at all — 1% NA

(22) How much do you think adults at your school (for example, teachers, counselors, principals, assistant principals, secretaries, custodians and others) enjoy meeting and talking with adults of races other than their own?

37% 1. Very much
43 2. Somewhat
11 3. Slightly
8 4. Not at all — 2% NA

Your Friends

Think of your 7 best friends here at school. Write numbers in the boxes to indicate your answers to each question: M=mean (average); s.d.=standard deviation N=number of students

How many of these 7 friends are--

M	s.d.			
5.2	2.2	(23)	☐	White American?
1.5	2.1	(24)	☐	Black American?
.1	.4	(25)	☐	Native American (Indian)?
.1	.2	(26)	☐	Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)?
.1	.2	(27)	☐	Asian American (for example, Chinese, Japanese, Korean)?
.0	.3	(28)	☐	Other race or ethnic group? Please specify the group: _____

How many of these 7 friends are--

M	s.d.			
3.6	2.6	(29)	☐	Male?
3.4	2.6	(30)	☐	Female?

More Opinions

(31) Do students in this school show prejudice (unfair treatment or negative attitudes) toward students of races other than their own? Check one answer:

26% 1. Yes, half or more of the students show this racial prejudice toward other students.
27 2. Yes, some students, but less than half, show this racial prejudice.
17 3. Yes, but only a few students show this racial prejudice.
11 4. No
18 5. I don't know — 1% NA

If you answered "Yes," describe some actual happening (that you saw or were involved in) in which students showed racial prejudice toward other students. 47% (114) usables; 50% blanks; 3% uncodables

Physical force aspects: 51%-Fighting 8%-Pushing 5%-Other 36%-No force

Other behaviors: 12%-Name calling 14%-Teasing 10%-Social isolation 5%-Stealing 3%-Poorly specified 18%-Other 38%-None

Setting(s): 10%-Hall 5%-Bus 11%-Other or poorly specified 74%-Unspecified

Race showing prejudice: 45%-Unspecified 3%-White 39%-Black 13%-Both White & Black

Prejudice shown by: 28%-Group(s) 17%-Individuals 55%-Can't tell

Evidence for prejudice: 41%-Detailed example 14%-Strongly implied 24%-Racial group mentioned 21%-Implied because question was answered

(32) Do adults in this school show prejudice (unfair treatment or negative attitudes) toward students of races other than their own? Check one answer:

5% 1. Yes, half or more of the adults show this racial prejudice toward students.
8 2. Yes, some adults, but less than half, show this racial prejudice.
25 3. Yes, but only a few adults show this racial prejudice.
37 4. No
25 5. I don't know — 1% NA

If you answered "Yes," give one example below of adults showing racial prejudice toward students:

25% (61) usables; 73% blanks; 2% uncodables

Physical force aspects: 92%-No force 6%-Fight or hit 2%-Other

Other behaviors: 35%-Different discipline 15%-Poorly specified 6%-Name calling 6%-Unfair grading 4%-Fear other race 30%-Other 4%-None

Setting(s): 15%-Classroom 5%-Hall 50%-Other or poorly specified 30%-Unspecified

Race showing prejudice: 54%-Unspecified 23%-White ot other 18%-Black to other 5%-All other categories

Occupation of adult showing prejudice: 49%-Teacher 44%-Unspecified 3%-Administrator 4%-Other

Evidence for prejudice: 74%-Detailed exampl 10%-Strongly impli 5%-Racial group mentioned 12%-Implied because question was answered

Appendix C-5: School 4 Students
(continued)

Unpleasant Incidents This Year

Please indicate whether any of the following things have happened to you this year in your school, or on the way to or from school.

SO FAR THIS YEAR:

HAVE YOU BEEN CALLED A NAME.....(answer both)

- By a student of your own racial group?
  - 72% 1. Yes
  - 3% NA (33)
  - 25 2. No
- By a student of another racial group?
  - 69% 1. Yes
  - 4% NA (34)
  - 28 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN THREATENED WITH HARM.....(answer both)

- By a student of your own racial group?
  - 29% 1. Yes
  - 3% NA (35)
  - 68 2. No
- By a student of another racial group?
  - 46% 1. Yes
  - 3% NA (36)
  - 50 2. No

SO FAR THIS YEAR:

HAVE YOU EVER BEEN PUSHED, HIT, OR ATTACKED.....(answer both)

- By a student of your own racial group?
  - 39% 1. Yes
  - 4% NA (37)
  - 57 2. No
- By a student of another racial group?
  - 61% 1. Yes
  - 3% NA (38)
  - 36 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN FORCED UNDER THREAT TO HAND OVER MONEY OR SOMETHING ELSE BELONGING TO YOU.....(answer both)

- By a student of your own racial group?
  - 6% 1. Yes
  - 3% NA (39)
  - 91 2. No
- By a student of another racial group?
  - 24% 1. Yes
  - 3% NA (40)
  - 73 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN GRADED UNFAIRLY ON A REPORT CARD, BIG ASSIGNMENT, OR TEST.....(answer both)

- By a teacher of your own racial group?
  - 37% 1. Yes
  - 4% NA (41)
  - 60 2. No
- By a teacher of another racial group?
  - 22% 1. Yes
  - 8% NA (42)
  - 70 2. No

SO FAR THIS YEAR:

HAVE YOU BEEN TREATED UNFAIRLY IN CLASS IN SOME OTHER WAY.....(answer both)

- By a teacher of your own racial group?
  - 33% 1. Yes
  - 3% NA (43)
  - 64 2. No
- By a teacher of another racial group?
  - 24% 1. Yes
  - 6% NA (44)
  - 70 2. No

Some Personal Information We Need

(45-46) What grade are you in this year?

- 48% 7th grade
- 53 8th grade
- 0 9th grade

0% NA

(47) What is your sex?

- 51% 1 Male
- 48 2 Female

2% NA

(48) What is your race or ethnic group?

Please check the race or ethnic group you consider as your own:

shown weighted back to original proportions

- 84% 1 White American
- 13 2 Black American
- 1 3 Native American (Indian American
- 0% { 4 Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American)
- 5 Asian American (for example, Chinese, Japanese, Korean)
- 3% { 6 Other. Please specify: NA

(49) What has been your average grade so far this year in the courses you have taken?

Check the letter below closest to your own average grade:

- 13% 1 A
- 46 2 B
- 33 3 C
- 3 4 D
- 0 5 F

5% NA

- 1 6 Other. Please describe or specify: _____
- ___ 7 I have not received any grade this year.

Leave this space blank

- ___ (50) _____
- ___ (51) _____
- ___ (52) _____

Thank you very much for your help!

Research and Evaluation Department
May 1975

Appendix D:

Procedures Used to Select Students for the ESAA Secondary Student Questionnaire, and to Weight Their Responses According to the Racial Sight Count

The ESAA Secondary Student Questionnaire was administered to 819 students at four of the eight ESAA junior highs in May, 1975. These 819 respondents represented 90% of a stratified random sample of 913 students for whom the questionnaire was intended. Each of these 913 students was invited to special testing sessions held in each school.

Lary Johnson, Research Associate in the Minneapolis Schools' Research and Evaluation Department, planned the sampling of students and administered the questionnaire. He also assisted the present evaluator in writing the questionnaire.

In each school and at each grade level within a school, random samples of students were drawn separately from Black and White racial groups. To increase the stability of descriptive statistics based on questionnaire responses, Black students were intentionally overrepresented in the sample. Table 6 shows that Black students constituted between 30% and 44% of the samples at each grade level at each school, whereas their actual proportions in each grade-within-school group ranged from 10% to 37%.

In order to estimate the responses that would have been obtained had a true random sample of 819 students been drawn from the four schools, Black and White respondents were weighted back to their actual grade-within-school-among-schools proportions in the total 4-school population (see Table 6).

First American, "Other minorities," and "race not ascertained" students were not reweighted, however. Each such student was assigned a weight of 1. With the small N's of these student racial groups, the reliability of the reweighting would have been suspect.

The actual proportions of students representing different races were obtained from a sight count conducted in all Minneapolis Public Schools on October 15, 1974 (Information Services Center, 1974).

Appendices C-1 through C-5 show the responses of junior-high-age students in all four schools, taken together--and Schools 1, 2, 3, and 4, separately--when White and Black racial groups are weighted back to their original sight count proportions as described above. In other words, the

tabulated responses for each of the four schools, and for the total sample, are estimates of the Student Questionnaire responses one would have expected from a random sample of 819 students from the four schools.

The total N's for each school in Appendices C-1 through C-5 (and also as shown in Tables 3, 4, and 5) do, of course, reflect the back-weighting procedure and therefore differ from the number of students who actually filled out questionnaires. The N's of students who actually filled out questionnaires were: School 1, 109; School 2, 228; School 3, 228; and School 4, 254. The across-schools total of students, 819, remains the same before and after back-weighting.

Table 6

Samples of Students Responding to the ESAA Secondary Student Questionnaire: Actual Samples vs. Samples Weighted Back to Racial Sight Count Proportions

School I.D.	Grade	Actual samples of student respondents: White American N	%	Weight back constant[b]	Black American N	%	Weight back constant[b]	First or Native American N	%	Weight back constant[b]	Other Minorities N	%	Weight back constant[b]	Race not ascertained N	%	Weight back constant[b]	Total N	%	Samples with Black and White racial groups weighted back to their original grade-within-school-among-schools proportions in the total 4-school population[a]: White American N	%	Black American N	%	First American N	%	Other Minorities N	%	Race not ascertained N	%	Total N	%
3	7	53	6.5%	1.283	37	4.5%	.730	3	.4%	1	2	.2%	1	7	.9%	1	102	12.5%	68	8.5%	27	3.4%	3	.3%	2	.2%	7	0	107	12.4%
	8	65	7.9	1.015	45	5.5	.489	2	.2	1	2	.2	1	5	.6	1	119	14.5	66	8.3	22	2.8	2	.4	2	.2	5	0	97	11.7
	NA	0	0	1	0	0	1	0	0	1	0	0	1	7	.9	1	7	.9	0	0	0	0	0	0	0	0	7	0	7	0
	School Total	118	14.4	-	82	10.0	-	5	.6	-	4	.5	-	19	2.3	-	228	27.8	134	16.8	50	6.3	5	.7	4	.4	19	0	212	24.0
4	7	95	11.6	.989	39	4.8	.308	2	.2	1	0	0	1	6	.7	1	142	17.3	94	11.8	12	1.5	2	.1	0	.0	6	0	114	13.5
	8	68	8.3	1.574	43	5.3	.419	0	0	1	0	0	1	1	.1	1	112	13.7	107	13.5	18	2.3	0	.0	0	.2	1	0	126	16.0
	NA	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	School Total	163	19.9	-	82	10.0	-	2	.2	-	0	0	-	7	.9	-	254	31.0	201	25.3	30	3.8	2	.1	0	.2	7	0	240	29.4
2	7	60	7.3	.800	49	6.0	.510	2	.2	1	0	0	1	6	.7	1	117	14.3	48	6.1	25	3.1	2	.6	0	.2	6	0	81	10.0
	8	61	7.4	.803	47	5.7	.681	2	.2	1	0	0	1	1	.1	1	111	13.6	49	6.2	32	4.0	2	.5	0	.2	1	0	84	10.9
	NA	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	School Total	121	14.8	-	96	11.7	-	4	.5	-	0	0	-	7	.9	-	228	27.8	97	12.2	56	7.1	4	1.1	0	.4	7	0	164	20.9
1	9	67	8.2	2.448	38	4.6	.921	0	0	1	1	.1	1	3	.4	1	109	13.3	164	20.6	35	4.4	0	.2	1	.5	3	0	203	25.7
Total	7	208	25.4	-	125	15.3	-	7	.9	-	2	.2	-	19	2.3	-	361	44.1	210	26.4	64	8.1	7	1.0	2	.4	19	0	302	35.8
	8	194	23.7	-	135	16.5	-	4	.5	-	2	.2	-	7	.9	-	342	41.8	222	27.9	72	9.1	4	.9	2	.6	7	0	307	38.5
	9	67	8.2	-	38	4.6	-	0	0	-	1	.1	-	3	.4	-	109	13.3	164	20.6	35	4.4	0	.2	1	.5	3	0	203	25.7
	NA	0	0	-	0	0	-	0	0	-	0	0	-	7	.9	-	7	.9	0	0	0	0	0	0	0	0	7	0	7	0
	Total across schools	469	57.3	-	298	36.4	-	11	1.3	-	5	.6	-	36	4.4	-	819	100.0	595	74.9	172	21.6	11	2.1	5	1.4	36	0	819	100.0

Note.--First American, "Other minorities," and "race not ascertained" students were not reweighted. As shown, each such student was assigned a weight of 1. The proportions entered for these students on the right (back weighted) side of this table are, however, the original sight count proportions. These sight count proportions bear no relationship to the frequency entries for these groups, which are the same for both sides of the table.

[a] These original proportions were obtained from the Minneapolis Schools' pupil sight count conducted October 15, 1974, in the schools from which students were sampled (Information Services Center, 1974).

[b] The weight back constant is the weight applied to each case in the particular race-by-grade-by-school subgroup, in order to give that subgroup the numerical strength expected in a random sample of 819 students from the 4 schools, given the race-by-grade-by-school proportions of the 1974 sight count.

Appendix D (continued)